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ABSTRACT

This manual invites California's educators and residents to join in planning and implementing changes that will improve elementary schooling. Chapters cover: (1) the processes of planning and implementing change; (2) quality criteria for elementary schools; (3) the program quality review process; (4) practice exercises and scenarios; (5) exercises concerning special needs programs and regulations on parent involvement programing; and (6) training resources. Four stages of the program quality review process are discussed: preparing, reviewing, reporting, and revising. The quality criteria included in the handbook concern language arts, mathematics, science, history and social science, visual and performing arts, physical education, schoolwide effectiveness of instructional programs, special needs, the learning environment, staff development, leadership, as and program planning, implementing, and evaluating. The criteria are syntheses of the California State Department of Education's major curricular and schoolwide standards. The manual includes lists of effective and ineffective program characteristics and exemplars in several curriculum areas, training resources for program quality review, and sample reports of review findings. (RH)

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Program Quality Review Training Manual for Elementary Schools

1990–91

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SIP
School Improvement Program

CALIFORNIA DEPARTMENT OF EDUCATION
Sacramento, 1990

Program Quality Review Training Manual for Elementary Schools

1990-91

Prepared under the direction of the

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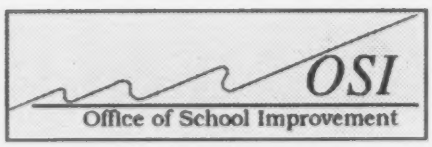

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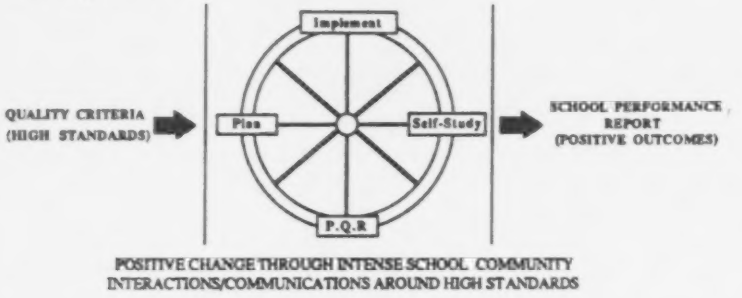
INTRODUCTION

Although change of one kind or another is virtually inevitable, significant and positive changes in a school's capacity to educate all of its students are not automatic. The State Department of Education has, therefore, embarked on an educational reform agenda which can be characterized by the following three-part model in Figure 1. The School Improvement Program (SIP) and its related processes play a major role in this model.

Figure 1. School Improvement Change Model



The first component involves the establishment of educational standards. They are reflected, in large part, in the Model Curriculum Standards, Grades Nine Through Twelve and in the state's various model curriculum guides, curriculum frameworks, and handbooks. These publications are designed to help guide local districts in their efforts to establish higher quality curricula for all students.

The Quality Criteria in this handbook are syntheses of the Department's major curricular and schoolwide standards. They are statements drafted by practicing educators of what an ideal program can look like in operation. They are primarily student-centered in that they include frequent references to what students are learning or what they are doing in order to learn. The Quality Criteria, therefore, serve as the foundation for the four SIP processes of (1) planning; (2) implementing; (3) Self-Study; and (4) Program Quality Review (PQR). These processes are designed to engage the school community in schoolwide improvement activities to improve the effect of its program on all student populations enrolled at the school site (see Figure 2): average, gifted and talented, under-achieving, limited-English-proficient, and special education students.

Figure 2. Criteria and Processes

In planning, a school compares its current program with the Quality Criteria, identifies "matches and gaps," and develops specific change initiatives based on its findings. The goal is to establish a program consistent with the criteria. The criteria then serve as frames of reference or reminders of what the program should look like while the school community is systematically implementing the planned changes. After approximately three years of work toward realizing these ideals, the school conducts a Self-Study of all aspects of its program, again, in comparison with both the curricular and schoolwide Quality Criteria. Tentative plans for how the school might better align its program with the criteria are identified in the Self-Study report. Finally, a PQR by an outside team is conducted to review the program using these same criteria. As with the planning and Self-Study processes, the PQR process identifies "matches and gaps" between the school's current program and the criteria. These comparisons lead to formal Suggestions by the PQR team as well as Action Plans developed collaboratively by both the PQR team and the school's Leadership Team. The Action Plans include a detailed description of who, what, when, and how future changes will take place; they represent specific improvement initiatives which the school owns and thereby commits to implement.

In the SIP change model, these four processes provide the momentum while the Quality Criteria provide the direction for significant educational improvements at school sites. Taken together, the criteria and processes are designed to generate the intensity of activity necessary to trigger what have been characterized as quantum leaps or "aha's" in the capacity of a school community to achieve educational excellence and equity for each of its student populations.

To that end, this manual is an invitation to California's educators and interested community members to join together in planning and implementing their own meaningful local change efforts. And through the SIP processes and criteria outlined here, they are free to do so for the best of reasons; i.e., not because of the external promise of reward or threat of accountability but because of commitment to and ownership of their own local plan for positive change.

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CHAPTER I
PLANNING AND IMPLEMENTING

PLANNING

Planning means deciding **what** you want to do in the future, **how** you want to do it, by **when** you want to complete it, and **how** you know you have been successful. In a school, successful planning must also involve sufficient consensus among the members of a school community for them to have the commitment necessary to carry out the plan. There are at least three areas related to successful planning which deserve comment here: (1) resources; (2) process; and (3) outcomes.

Resources

The basic resources necessary for successful planning include both **funds** and **information**. The School Improvement Program (SIP) makes funds available to schools for the expressed purpose of planning and implementing significant educational improvements in (1) curriculum and instruction; (2) auxiliary services; (3) school organization; and (4) school climate. The goal of a school's changes in these areas is to meet three categories of students' needs: educational, personal, and career. In addition, the SIP school is charged with effectively meeting these needs with all of its students: average, gifted and talented, limited-English-proficient, special education, and underachieving or at-risk students.

Since the focus is on **improvement**, a significant portion of the school's SIP money should be set aside specifically for **change** initiatives. The SIP budget should not be spent exclusively on the **maintenance of the status quo**, even if the status quo is an improved one compared to years past.

Status quo expenditures usually involve the annual commitment to staff salaries for paraprofessionals, curriculum specialists, or coordinators. Change expenditures, on the other hand, help the school to grow and typically include training materials, teacher reference materials, consultants, teacher stipends for staff development or curriculum development carried out beyond the normal workday, substitutes, travel expenses for conferences or visits to other schools, parent training costs, one-time purchases of supplementary materials or equipment, evaluation costs, and expenses related to planning, the Self-Study, and the Program Quality Review. Since there must be some provision for staff to have time away from the everyday operations of the school for planning and implementing change to be at all feasible, change expenditures should also include those which buy time (i.e., time to meet, investigate, discuss, explore, decide, plan, monitor, evaluate, train, learn, and so on).

It is recommended, therefore, that at least 33 percent of the school's annual SIP budget be set aside for change expenditures. This policy guarantees that there will be SIP money available to support the planning, implementing, and staff development activities so vital to significant ongoing improvements at a school site.

Information is a second major resource for achieving change, and there are at least two kinds: inside and outside. **Inside information** consists of what the school community already knows about curriculum, instruction, and its own students, staff, school culture, and community. Outside information involves what is known in the field of education about effective schooling, including printed material as well as exemplary practices or programs in operation.

Generating inside information involves questions such as What are the effects of our program on our students, ourselves, and the community? How do these results relate to what we are doing at school and in the classrooms? and What are the unconscious rules, norms, assumptions, expectations, or policies that make up our school culture? The last two questions are often the most difficult to answer because they involve becoming conscious of the unconscious as well as trying to understand the why's connecting actions with outcomes. Answers will involve what is taught, how it is taught, why it is taught that way, how the school is organized, how it functions, who talks to whom about what and when, and what schooling means for the different kinds of students at the school.

Typical sources of inside information include the School Performance Report, grades, criterion-referenced data on student outcomes, student and staff attendance data, data on dropouts, indices of student conduct, opinion and satisfaction surveys of students and parents, face-to-face discussions, staff observations and interviews, and other local studies.

Useful points of departure for exploring these data in relation to the questions posed above include the Quality Criteria, both curricular and schoolwide, as well as the state frameworks, handbooks, curriculum guides, and model curriculum standards. By contrasting what is currently taking place at the school with these state standards, the school community can discover areas it wishes to maintain, reinforce, or change. There is little doubt, however, that how well the school community will be able to understand and use the data collected will depend on how extensively face-to-face discussion, observation, thought, and negotiation of conflicting points of view and values take place during the planning process.

Since no school community is homogeneous, it is critical to try to answer questions about What is? and What should be? by researching the various points of view of all of the people who make up the school community. The program may be interpreted in one way from the perspective of adults, such as teachers (upper and lower grades, by department, by program specialty, and so on); administrators; parents (by ethnicity, grade level, subject area, and so on); categorical program staff; paraprofessionals; pupil services personnel; and other staff. On the other hand, the school's culture and educational program may look very different and reflect varying degrees of success from the point of view of different kinds of students, depending on grade level, subject area, categorical program participation, ethnicity, language proficiency, and so on. A school that is not effective with one of these groups or from one of these adult or student perspectives has to consider what it can do to change.

Outside information is also a critical resource because it involves new knowledge, skills, and options not yet known to the school community about what works and what does not. Again, state publications represent an excellent synthesis of much of what is known about high-quality curriculum, instruction, and school organizational structures and practices. Other important sources include educational journals and books; outside consultants; talented staff from within the district; staff from surrounding districts, county offices, and universities; and exemplary programs such as those conducted by schools recognized by the California Distinguished Schools Program.

In the final analysis, however, it is the school community's intense interaction with the inside information of what is and the outside information of what could be that will lead the school to an ambitious vision and plan what to do next to make the most significant improvements for all of its students.

Process

The goal of the planning process is to generate as much interaction as possible among all those who will have a role in implementing the resultant decisions or plans for change. This involvement will help not only to generate a comprehensive plan but also to establish the commitment necessary among those who must implement it.

There are five basic steps in the planning process. The first step is to establish a collective vision of what kind of school and what kind of student the school community wants to develop. The second step is to collect both inside and outside information. The goal here is to describe the current program in detail and compare it with what could or should be happening differently at the school. The third step is to analyze and discuss the information collected to determine its relationship and relevance to the future vision as well as the current practices and outcomes of the school. The fourth step is to negotiate a consensus among all interested parties regarding the improvement initiatives to be undertaken and their expected effects. The fifth step is to design the improvement activities and establish the roles necessary for carrying them out.

The amount of time it will take to carry out a comprehensive planning process, however, will vary depending on the size of the school, the relative need for serious reform, and the format of the plan to be generated. For example, to draw up an initial plan which describes everything that is happening at a school, including ongoing activities as well as changes, may take an entire school year. However, to draft a plan for a select number of improvement initiatives, such as the tentative Suggestions and Action Plans normally generated by a Self-Study, may take only two to four months.

The structure currently recommended for the Self-Study can also serve as a model for initial planning. For example, a Leadership Team, in cooperation with the School Site Council, can organize and guide the planning process at the school site by establishing committees to collect information and plan using the Quality Criteria as major organizers for the committee structure. The Leadership Team is made up of representatives of the various structures within the school (e.g., the School Site Council; grade-level teachers in elementary schools or subject-area teachers at the secondary level; categorical program

staff; program specialists; other staff at the school and district office; and parents and students representing various student populations at the school). The Leadership Team should meet with the committees to monitor their activities, provide support, and receive periodic reports on their progress. This team should also report regularly to the School Site Council and receive direction from that group throughout the planning process because it is this group that is charged with the ultimate responsibility of guiding, developing, and approving the school's plan.

As mentioned previously, the Quality Criteria and the state publications on which they are based should be the major organizers for the planning process. It should result in the identification of **matches and gaps** as the current program and the criteria are compared. For the curriculum criteria, in particular, the planning process proceeds from (1) what students should be learning in each curricular area (i.e., the district's core curriculum); to (2) major instructional strategies, organizational structures, and policies to help students learn that curriculum; to (3) variations in the strategies, structures, and policies necessary to ensure the success of each student population enrolled at the school (e.g., average, gifted and talented, special education, limited-English-proficient, and underachieving students).

Outcomes

The most obvious outcome of a planning process is the plan (i.e, a consensus of the school community's commitments for what changes will be made in the future). It should also include a brief statement of the collective vision of what kind of school, teachers, or students the school community sets as its ideals.

The format of the plan should facilitate its use as a **working document**. If it is too large or detailed, individuals will find it difficult to consult or to find their role in implementing the planned changes. It is recommended, therefore, that, no matter how much information is collected on the current program and no matter how extensive the many positive activities or programs being carried on at the school, there should be a separate, identifiable **improvement plan** which includes a description of the major improvement initiatives to be implemented in the immediate future. This is not to say that a comprehensive plan of all programs, objectives, and activities at the school should not be written and constitute a plan in themselves. Rather, there should also be an improvement plan document which is detachable from the comprehensive plan or exists as a separate summary of the school's most current change initiatives.

The improvement plan should not, therefore, be imposing; nor should it be relegated to a shelf as a trophy of the planning process. Rather, it should include (1) a limited number of improvement initiatives (e.g., four to eight major programmatic changes that the school is willing and able to undertake and that will have a significant, positive impact on students); (2) the roles to be played by the members of the school community as they carry out the initiatives; (3) regularly scheduled planning, monitoring, and problem-solving activities to ensure implementation of the change initiatives; (4) an evaluation component which may include both quantitative and qualitative measures; and (5) a budget. The final product must ultimately be approved by the School Site Council and the local school board before implementation may be initiated.

IMPLEMENTING

Although it may seem obvious, implementation does not necessarily occur automatically after planning. In fact, for successful implementation to take place, it is often necessary to have the same kind of organizational structures in place that were used to develop the plan. This means that the principal, the School Site Council, the Leadership Team, and many of the committees formed to represent the various curricular and schoolwide interests in the school may still be required to see to it that the major change initiatives in the plan are carried out.

Systematic and ongoing communication among all participants in the school's planned improvements has been shown to be absolutely critical for the successful implementation and long-term adoption of local innovations. Weekly, biweekly, and monthly **implementation** meetings are the most important formal vehicles in the school's organizational structure to achieve this communication. Such meetings can accomplish several important implementation functions.

First, they can focus on monitoring who is doing what and the effects of the change activities on those who are involved (e.g., students, teachers, administrators, classified staff, parents, and so on). Second, staff who meet regularly can ensure the efficient and effective coordination of their efforts as well as an appropriate division of labor among all participants.

Second, coordination is particularly important in a school in which several student populations are provided services by the same adults, either within or outside of the classroom (e.g., limited-English-proficient, compensatory education, special education, average, or gifted and talented students). For example, innovations which often require a substantial amount of time for teachers to meet together might include:

- establishing a literature-based English-language arts program for all students
- improving the access of compensatory education students to higher levels of math and science
- implementing cooperative learning with heterogeneous groups in science
- mainstreaming students who receive special education services
- providing supplementary support to migrant students
- scheduling peer-coaching visits among teachers learning how to use sheltered English with limited-English-proficient students

A systematic, formal means must be provided for the adults at the school to plan together what they will do with each other or with their students, share with each other what they have been doing with the students they serve in common, solve problems, and review the outcomes of their efforts. This type of coordination is that which is needed on a regular basis for relatively large numbers of students at a school. Clearly, such coordination, or what has sometimes been referred to as ongoing planning, should take place in addition to what student study team meetings can accomplish for a relatively small number of individual students having unique problems in the program.

Third, the time spent in implementation meetings should be devoted mainly to the day-to-day and week-to-week problem solving necessary to carry out the school's planned innovations. Fourth, the regular feedback shared by the participants at these meetings can also provide the basis for any necessary modifications or on-course corrections that may arise. And finally, for those who may feel insecure or uneasy about trying to put new ideas into practice, such meetings should provide the personal and professional support needed for people to turn planned innovations into reality.

Of all of these functions which may be served by implementation meetings, coordination and problem solving will undoubtedly predominate, both in terms of time spent in meetings and in the immediate effects that these communications will have on the success of the program.

As mentioned in the planning section, time is the major prerequisite for the successful implementation of the school's change initiatives. Therefore, teachers need time away from their teaching responsibilities. Released time, short meetings before and after school, periodic weekend or evening meetings, minimum days, and the released days available for School-Based Coordination Programs (AB 777) and Pupil Motivation and Maintenance Programs (SB 65) are among the options available for setting aside time to invest in the successful implementation of a school's planned improvements.

SUMMARY

Effective planning and implementation require modifications in the organizational structure or capacity of a school beyond what is necessary to carry out business as usual. Time, fiscal resources, committee structures, and communication strategies are the major components that must be addressed by a school that is committed to significant change. Planning produces a plan for future action, implementing produces action, and the latter does not naturally follow from the former without deliberate leadership.

At the elementary level the principal and the School Site Council are the most obvious choices for causing both processes to happen. At the secondary level the responsibility will more likely fall to the department chairpersons and assistant principal in addition to the principal and School Site Council. In either case, however, structured planning and implementing must both occur regularly and systematically in order to keep the school growing in its capacity for change as well as in its ability to provide an optimal education for all of its students.

CHAPTER II
QUALITY CRITERIA FOR ELEMENTARY SCHOOLS

Program Quality Review plays an important part in achieving excellence in our schools. The review is a time for school staff members to step back from the press of day-to-day responsibilities to observe and discuss the effectiveness of their program. Such self-observation and discussion should occur before, during, and after the visit of the trained team from outside the school. The immediate benefits of basing Program Quality Review on a foundation of Self-Study are the decisions and plans to make specific improvements in the school curriculum and instruction. The ultimate benefit is improvement in student learning.

The Quality Criteria are designed to serve as the basis for both the visiting Review Team's and staff's reviewing of the school. The standards of quality are premised on two tenets--what makes an effective school and what is an educated person. Both beliefs grow from traditions of public schooling in American democracy. These ideas have been refined by recent experiences and research in efforts to improve schools.

What are the characteristics of an effective school? The Task Force on Standards for Effective Schools has identified 16 factors it believes are found most often in California schools with effective instructional programs:

- Academic focus
- Rigorous content
- A safe and orderly environment
- Coordinated curriculum
- Maximum use of time
- Regular homework
- Opportunities for student responsibility and involvement
- Structured staff development
- Teacher-directed instruction
- Variety of teaching strategies
- High standards and expectations
- Regular assessment
- Instructional leadership
- Widespread recognition
- Home-school cooperation and support
- Sense of community

What should students be like as they emerge from elementary school on their way to becoming well-educated adults? Students should have a solid foundation in three kinds of learning: skills, knowledge, and values. A solid foundation of skills includes both the rudimentary skills, such as a comprehension of number facts in mathematics, and the higher level skills, including learning how to formulate and solve problems, how to analyze and interpret information, how to draw inferences, how to evaluate complex situations, how to think critically, how to express thoughts logically and clearly in written and oral form, and how to form independent judgments. The knowledge students acquire should have a clear academic focus, building on a base of language arts and mathematics skills. Students should have extensive experience with literature, science, history-social science, visual and performing arts, physical education, and health.

Finally, students should understand the values that are the cornerstone of our democracy. They should develop a basic sense of civic responsibility and the beliefs that form the ethical and moral bonds of our society.

To give students this foundation, the school must plan and carry out a quality curriculum. The core of this curriculum should be clearly defined, and instructional materials, instruction, and assessment should be aligned so that every student is guaranteed instruction in an agreed-on balance of skills, knowledge, and values. Grade-level expectations should be established for readings in literature, history-social science, and science; for quantity and quality of writing assignments; for field and laboratory experiences in science; for homework assignments, both as independent practice and long-term projects that extend and deepen knowledge; and for oral presentations and discussion. These rich and active learning experiences should encompass the major skills, knowledge, and values of the elementary curriculum. Alignment of instructional materials, assessment, learning activities, and instruction with clear curricular goals is a major factor in school effectiveness.

Students with special needs also need this solid foundation of learning. Services designed for meeting special needs of educationally disadvantaged, limited-English-proficient, and handicapped students should be geared toward helping students succeed in the regular program. Services for high-ability students should remove ceilings, raise the conceptual level, and extend the depth and breadth of the regular program. These services should not displace a balanced curriculum. In addition to the traditional categorical needs, for which additional funds are often available, the regular program should also focus on other groups of students, such as the average students and the quiet, nondisruptive underachievers.

The standards for quality in this document incorporate what is known about the effect of sound pedagogical practice on students. The amount of time students are actively engaged in learning correlates with how much they learn. Students engage themselves in learning when their natural curiosity is focused on the content of the curriculum, when they are active participants in learning, and when they are challenged by the task and yet have a high chance of succeeding. To create such quality learning experiences, teachers must plan and carry out an orderly flow of engaging classroom activities which focus students' interest on the curriculum content. While students need to develop the self-discipline to work independently, learning requires direct contact with the teacher at certain critical times. These times include initial exposure to new content and skills and to modeling. The critical times also include promptly responding to student's work (especially to check preliminary understanding and during initial practice of new skills), coaching the students during extended applications of previously learned material, and guiding and encouraging students to think and use what they learn. The teacher's enormous influence on the climate of the classroom is of great importance in developing the students' sense of the value of learning and their intellectual, social, and personal abilities. Finally, each child's fundamental need to be recognized, respected, and cared for is the foundation for the teaching/learning relationship.

In the effective elementary classroom, teachers have primary responsibility for instruction. The primary focus on the teacher's time is on instruction. A variety of teaching strategies is employed, based on both the content to be learned and the needs and

strengths of the student. Learning time is extended through regular homework, and the student's progress is monitored through regular assessment.

School is a place to learn. All children have the right to an environment conducive to learning, free from threats of disruption, and rich in rewards for good learning behavior. Students feel secure and have good morale when they believe their school operates on the basis of clear rules and expectations. Students can count on all staff to apply the rules fairly and with consistent consequences. The students' academic learning time is protected from disruptions, whether the source of disruption is other students or staff members attending to noninstructional activities. The potential disruptive effects of pull-out programs on the intended beneficiaries have been minimized by using in-classroom services coordinated with the student's regular program. Staff attention is allocated justly to all students, with an emphasis on responding to the students' positive efforts to learn. Thus, the shy, quiet children receive their share of appropriate encouragement, along with those with more confidence and those who create disturbances. Likewise, staff members are treated justly, with an emphasis on acknowledging excellence in teaching.

A major strategy in improving and sustaining the effectiveness of a school is staff development. The Program Quality Review standards are premised on two factors associated with quality staff development programs: (1) alignment of the content of the staff development program with agreed-on school goals and priorities; and (2) application of sound pedagogical methods in delivery of the staff development.

The school's plans for improvements in curriculum and instructional methods will have direct implications for the content of staff development. There should be broad participation in the planning of the program, and unique needs of staff members should be met. The major allocation of staff development resources should be for priority improvements in curriculum and instruction. For staff development to have the intended effects on staff, it must, in itself, be an example of good instruction. For example, if the staff members are learning new skills, there should be modeling of the skills and practice and follow-up coaching should be provided for staff members in their own classrooms. In other words, staff development should be designed as a high-quality learning experience for adults.

Strong leadership is a critical factor in planning, implementing, and evaluating a school program which is effective for students. Leadership is not merely certain attributes of an individual, but rather the focusing of the working relationships of everyone at the school on a common purpose. What people expect from, and deliver to, one another should be primarily influenced by their shared vision of what they are trying to accomplish. The organizational structures, management systems, formal and informal allocations of recognition and status, and the appropriation of resources, especially time, should all reflect the priorities inherent in this common purpose.

Clearly, the principal's role is to provide effective leadership. The principal can clarify the vision and channel the resources (human and fiscal), systems, and organization toward that vision. The principal should place priorities on setting goals and high standards, supervising and evaluating instruction, coordinating the curriculum and monitoring student progress, and supporting staff. But the principal cannot single-handedly create effective leadership. As staff members show initiative in furthering the achievement

of the common purpose, they should be encouraged to take such initiative. Each staff member has some responsibility for supporting both administrators and colleagues in their efforts to achieve the common purpose.

There are a number of ways in which the sharing of a common purpose is cultivated. The particular mix and sequence will depend on the personal strengths and weaknesses of administrators and staff at the school, as well as the current situation at the school. Nonetheless, ingredients which bring about commonality of purpose include (1) commitment of the school board, superintendent, and principal; (2) professional consensus; (3) broad participation in the development or refinement of the purpose; and (4) the inspiring leadership of one or more individuals. Finally, for the common purpose to have a positive effect on students, the purpose must be based on a valid idea of what an educated person should learn at school; it must encompass aspirations for all children; and it must incorporate a sensible idea of what makes a school effective.

The Curricular Criteria

- Language Arts
- Mathematics
- Science
- History-Social Science
- Visual and Performing Arts
- Physical Education
- ESL/Foreign Language

Schoolwide Criteria

- Instructional Programs: Schoolwide Effectiveness
- Special Needs
- Learning Environment
- Staff Development
- Leadership
- Planning, Implementing, and Evaluating the School Program

LANGUAGE ARTS

The language arts criterion focuses on the effect of the language arts program on students. The criterion promotes a meaning-centered literature program which is planned and developed for all students. Through such a program, elementary students gain (1) a solid body of knowledge derived from a common cultural heritage which reflects the contributions of the diverse ethnic and racial groups that make up the United States; (2) experiences in confronting important human issues; (3) personal, ethical, social, and aesthetic values; and (4) effective listening, speaking, reading, and writing. The program includes (1) the study of significant literary works; (2) instruction which uses and builds on students' backgrounds of experiences; (3) the integration of listening, speaking, reading, and writing; and (4) the incorporation of these four processes throughout the elementary school curriculum. This criterion also focuses on effective instructional methodologies and a broad range of assessment methods.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and service, and those of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
Significant literature is the basis of the English-language arts program in which core works from a variety of genres selected to accommodate a variety of cultural perspectives, individual tastes, developmental concerns, and personal experiences are studied in depth by students. Human dilemmas and values are confronted, and higher level thinking skills are employed as students derive and convey meaning in order to clarify their own understanding of basic human values.	A skill-based, worksheet-oriented program is provided in which skills are taught in isolation and deal primarily with concerns of reading levels and superficial treatments of values in safe, diluted or sterile texts dealing with trivial subjects or condescending themes.
The elementary curriculum is part of a systematic, articulated K-12 program with outcomes resulting in new insights into the human condition, knowledge that adds to students' emerging world view, ability to think critically about ideas and concepts, independence in using the language arts tools, and pleasure from reading quality literature for its own sake.	No grade-level continuity is evident. The curriculum is fragmented from grade to grade or school to school.
Skills are taught in context and the language arts processes of reading, writing, listening, and speaking are interrelated and serve as tools for learning as students bring their prior knowledge to bear on comprehending text. Students receive direct instruction regarding the conventions of language when these have not already been acquired through reading and oral discourse.	Skills are taught one at time and as ends in themselves without connection to students' prior experiences and the expectation that these skills will add up to students' ability to read and write well.

Instruction	
All students including LEP, gifted, compensatory education, and special education have access to a core program which is literature-based, meaning-centered, and holds expectations that all students are capable of learning.	The program separates students into categories and is remedial in nature, accelerated for only a few, or disconnected in concept and approach.
Through large group settings, collaborative groups, and partners, they discuss ideas and values in core and other literary texts with the focus of instruction on helping them develop new insights into their own lives and those of others.	Skill sheets are central to the curriculum. Students passively complete skill sheets and read controlled vocabulary stories in order to develop correct speech and written products and comprehend single interpretations. Formal teaching of literature as the study of plot, character development, and thematic interpretation prevails. LEP and other minority students do not experience the common core curriculum.
A range of thinking skills taught in the context of worthwhile literature is essential to instruction. A wide range of thinking develops as students read, write about, and discuss the meanings they discover through this literature.	Thinking is perceived as distinct, separate, and hierarchically arranged levels. Thinking instruction is separated from the language processes and content.
Students in all subjects learn to use the writing process flexibly, with attention to the different strategies necessary for the different kinds of writing seen in the real world. The sequence of writing instruction begins with encouraging fluency and content before correctness of form, handwriting, and spelling. Students focus on making sense of what they read, write, and discuss, and teachers assess progress according to the principles of emergent literacy.	Only low-level writing tasks are taught, often without purpose and separate from students' ideas. Students are taught formulas for written products; e.g., the 5-paragraph essay and the paragraph with a fixed topic sentence. The purpose is correctness according to predetermined adult standards. Handwriting and spelling are taught as distinct separate subjects apart from the literature-based writing process.
Oral language proficiency is encouraged through a variety of individual and group listening and speaking activities in settings where meaning is sought and negotiated from literature.	Only the best students are encouraged to speak, and the activities are not connected to reading and writing. Opportunities for self-expression in individual and group settings are limited. Verbalization consists of one-word responses to teacher's questioning.
The teaching of phonics is done quickly and efficiently in the early grades. This instruction is kept simple and in context in order to help students map the relationship between letters and sounds; it is discontinued once students learn to rely on meaning cues for comprehension.	Phonics and word study are intensive and carried on through the upper grades. Rules of decoding and English mechanics are taught in isolation in hopes for later transfer to real-life writing and reading situations.
School Environment	
Teachers encourage mastery of the language arts skills in all subject areas. They introduce and model the reading, writing, and thinking strategies students are to employ throughout the day.	Instruction in the language arts skills is relegated to the reading and language arts lessons. Teachers and other adults in the school infrequently share their reading and writing with students.

The entire school community supports and models the effective use of all the language arts.	Members of the school community demean the importance of language arts skills and serve as poor models.
Home Environment	
The school promotes a home environment in which parents serve as good models and help their children with their school work by providing a safe environment conducive to learning. They are supportive of their children's school work and engage in reading, writing, and speaking activities with their children.	The school does little to solicit help from parents who are passive with regard to their children's language use and school work. They do not provide a home environment conducive to developing good study habits and minimize the importance of learning and schooling.
Staff Development	
The school in-service education programs address the development of a broad background in literature, methods appropriate to a literature-based curriculum, research on learning, and resources offering help in the design and implementation of the language arts program.	Teacher in-service education is rare and is focused on instructional methodology and the teaching of isolated language skills. Knowledge of subject matter is not emphasized.
Assessment	
The assessment program reflects the purposes of the curriculum. It covers the full range of goals of the English-language arts program, aligns with what students are expected to learn, and provides alternate strategies and forms of testing. Assessment is based on students' work over time and relies on their written and oral work and not just objective testing during, and following the completion of their work.	The assessment program emphasizes the testing of narrowly focused, isolated, or low-level skills. Prominence is given to objective tests following a period of instruction.

INTEGRATED CURRICULUM

All students learn the language arts in a full, balanced, and integrated curriculum which is literature-based and meaning-centered and which draws on students' experiences. The curriculum enables students to gain knowledge and acquire skills through a planned developmental program from kindergarten through grade six. The processes of listening, speaking, reading, and writing are integrated in a total learning program. All students receive intensively directed and student-centered instruction which helps them to comprehend, appreciate, and respond to significant core works.

Students develop positive attitudes about themselves and others and become aware of values, ethics, customs, and beliefs. They come to value the four processes as tools for clarifying, expressing, and learning new ideas in all curricular areas. Increasingly complex thinking skills are developed through the language arts across all areas of the curriculum.

LITERARY WORKS

The school has established core, extended, and recreational/motivational lists of literary works to be read at each grade level. Students who are not yet proficient in English are provided the same or if unavailable, analogous selections in their primary language, or they experience the content in other instructional modes (e.g., audiovisual supplements, sheltered instruction, and so forth). The titles on the lists represent all literary genres and reflect the diverse cultural heritage of our country.

LISTENING AND SPEAKING

Students develop effective speaking and critical listening skills through applied oral language activities, including frequent experiences with varied literary works read aloud, storytelling, enactment, and formal and informal presentations. Students share verbal and written reactions about their readings and writings in both teacher-directed and student-centered activities. They synthesize and integrate their reflections on what they hear and read into their own speaking and writing.

Teachers direct students' attention to examples of rich and powerful language and offer opportunities for students to experience and discuss them. Developmental language acquisition approaches are used to assist students to increase vocabulary and to acquire increasingly complex linguistic skills. Teachers create interesting contexts in which students communicate spontaneously in negotiating and constructing meaning. Student talk is the center of these communicative interactions; the teacher facilitates the process by initiating discussion, clarifying student meaning, and inviting student elaboration.

READING AS A PROCESS

All students, including those with special needs, experience good literature and engage in critical questioning and thinking about the works. Students learn to read by reading. Even in the beginning stages, they understand that reading means interacting with, and deriving meaning from, print. Through the reading process students move into, through, and beyond literary works. They are inspired to interact with the works, explore and ask important questions, and apply the meanings of the works to their own lives. Students develop reading fluency; they develop decoding skills to the point where they are automatic and require little conscious attention, so that they can concentrate on constructing meaning of the text. Students learn decoding in meaningful contexts by the end of second grade. Young children dictate and read their own stories. All students learn and use a variety of reading comprehension strategies as they formulate and answer questions about stories written by their peers and by professional authors. Students have ample opportunities for extensive independent reading.

WRITING AS A PROCESS

All students experience writing as a recursive process, which includes prewriting, drafting, responding, revising, editing, and postwriting activities. They are encouraged to develop fluency before attending to form and correctness. Students write daily for a variety of purposes, audiences, and topics. Students read and write in many different modes of discourse, focusing on the narrative modes in the primary grades and progressing to the expository modes in the higher grades. Students develop their own voice as writers and see their finished products read, published, displayed, and recognized. The conventions of writing--including correct usage, grammar, spelling, punctuation, and capitalization--and handwriting are learned in the context of the stages of the writing process and through direct instruction when necessary.

INSTRUCTION

Students relate literature to their personal experiences and connect new knowledge to previously learned concepts through direct instruction, cooperative student interactions, and independent activities. Students share the responsibility for learning with their teacher(s) and their classmates. Independent activities support and prepare students for small-group discussion and whole class interaction. Students are asked open-ended questions which connect them to and go beyond the text. They are encouraged to devise and ask their own questions. A balance of multimodal approaches enables all students to participate and succeed. Teachers model strategies for composing and comprehending. Students learn strategies for monitoring and adjusting their own learning when they encounter difficulties.

CLASSROOM RESOURCES

There are literary works of high quality at all grades. Basal textbooks and accompanying workbooks are aligned with the goals of the program; they include literary selections of high quality and the instructional integration of listening, speaking, reading, and writing. Students use technology--e.g., computers and audiovisual media--as a resource for (1) discovering new information; (2) storing information; (3) composing; (4) practice and learning; and (5) sharing information, ideas, and their own oral, written, and visual expressions with others. The classroom arrangement provides for small-group work, whole class discussion, a library, displays of students' work, and independent work in listening, viewing, reading, and writing centers.

EVALUATION

Evaluation of students' strengths and progress in the language arts program is systematic and ongoing, and it includes a broad range of assessment methods. Evaluation reflects the purposes of the curriculum and includes: (1) frequent self-assessment and peer critique of writing and speaking activities; and (2) teachers'

informal and formal evaluations of students' participation and achievement related to both individual and class objectives. Data on students' performance are collected (e.g., by using portfolios of students' work, tests, and homework) along with data on the quantity and type of work accomplished. Feedback is provided regularly to students and parents through test scores, grades, conferences, peer critiques, and awards and other forms of recognition. The performances of various types of students with special needs are monitored in relation to specific areas of the curriculum. Modifications in the instructional program are made to promote the optimal development of all students.

PROGRAM SUPPORT

Teachers, the principal, and other adults express enthusiasm for reading and writing. They model effective speaking and listening skills throughout the school day, and they read and write along with, and in view of, the students. The school library contains an extensive collection of books and nonprint materials of high quality. Teachers and library personnel encourage and assist students to select and use a variety of resources. They work cooperatively to provide ongoing instruction regarding the location and use of information from various reference materials. Teachers encourage parents to read aloud to their children, have their children read to them, and negotiate meaning with their children through questions, explanations, and dialogue. District and site administrators, teachers, and specialists support an integrated language arts program through planning, staff development, and communication with parents.

EXEMPLARS

o The core program includes works of literary merit that:

- Have been carefully selected by curriculum planners and selection committees at school and district levels.
- Are given in-depth study by all students.
- Are experienced by students though close reading, hearing them read aloud, or seeing them performed.

o The extended program consists of works of literary merit that:

- Have been selected by curriculum planners and selection committees.
- Students read on their own or in small groups to supplement the classwork carried on under the core program.
- Are broad enough to permit teachers to recommend titles which are appropriate to the special interests, needs, and abilities of their students.
- Are related to the core program through themes, historical settings, types of characters, locations, curricular topics, or works of a particular author or illustrator.

o The recreational/motivational program consists of titles of literary merit that:

- Are readily available in classroom, school, and public libraries.
- On the recommendations of teachers and libraries, students read on their own for pleasure and information.

o Works selected represent:

- The most powerful examples of major literary forms, such as poetry, drama, fairy tales, myths, fables, short stories, novels, essays, diaries, biographies, speeches, and articles from history.
- Many and diverse perspectives, styles, cultures, points of view, and classic and contemporary attitudes.
- The full range of human moods and voice--comic, romantic, tragic, satiric, and melodramatic.
- Authors, both male and female, exemplifying the racial and ethnic diversity of our country and the world.
- Excellent language use which is fresh, inventive, and worthy of imitation.
- A depth of intellectual, social, and moral content which is suitable in terms of the students' emotional and intellectual development.

o Cultural literacy is fostered; students become familiar with characters, places, and events; learn idioms and oft-quoted lines; and increase their store of knowledge of commonly shared literary and historical references.

o Instruction guides all students through a range of thinking processes which is not based on the assumption that students must acquire one type of thinking before being able to progress to another. All students develop their ability to predict, interpret, compare and contrast, analyze critically, synthesize information, evaluate, solve problems, and integrate meaning through comprehending (listening and reading) and composing (speaking and writing) activities.

o All children learn to speak confidently, to listen attentively and respectfully, and to trust that they will be heard.

o All students take part regularly in a variety of formal and informal oral language activities, such as:

- Small-group and whole class discussions, question and answer sessions, interviews, debates, speeches, factual reports, and panel discussions.
- Oral interpretations, puppet theaters, choral reading, oral reading, readers' theater, recitations, role playing, dialogue scripts, drama, chanting, and singing.
- Conversation, retelling of familiar literature, original storytelling, sharing of objects and experiences, and telling of stories about pictures.

o In discussions with partners, small groups, and the entire class, students learn to:

- Define and express their thoughts and reflect on them.
- Respond to each others' insights and observations.
- Rephrase and clarify a point.
- State opinions honestly, precisely, and tactfully.
- Discover multiple viewpoints on a difficult issue.
- Negotiate and find common ground.

o Through formal oral communication activities, such as speeches and other presentations, students in the higher grades learn to:

- Prepare through interviews or reading.
- Assess purpose and audience.
- Organize their thoughts.
- Introduce and summarize.
- Rehearse and practice timing.
- Use logic and persuasion.
- Employ effective delivery with appropriate eye contact, gesture, diction, and voice quality.

o Developmental language acquisition approaches are derived from the body of knowledge on how all humans acquire and expand language. They involve purposeful teacher-child interactions in which teachers:

- Describe their own and students' activities as they occur.
- Repeat what students say.
- Restate ungrammatical or incorrect student utterances in the correct form, rather than directly correcting students' errors.
- Expand what students say by adding details in the context of natural conversation.
- Ask questions to which only the students know the answer or for which multiple responses are appropriate.

o All students hear good literature read aloud daily. Through this activity, young children hear common story patterns and language rhythms, enlarge their vocabulary, develop a common background of content, and build a love of reading. Children in all grades hear books read aloud which introduce them to new vocabulary, stretch their comprehension abilities, and interest them in reading the books for themselves.

o All students engage in a daily program of sustained, silent reading.

o INTO literature--Before reading or interacting with a literary work, teachers employ strategies to evoke the students' interest in the work and to connect them personally with it, such as:

- Asking provocative questions about the work
- Eliciting the students' related experiences and prior knowledge
- Providing an overview or synopsis of the work
- Offering biographical background about the author and other interesting historical and factual information about the piece
- Doing an oral reading of a lively scene, showing a film, or using outside resources, such as practicing authors and other speakers
- Beginning with familiar, simpler works which share common themes with the more complex work

o THROUGH literature--Students explore the work in depth through:

- Reading and interacting with the work
- Discussing the abstract ideas, concepts, and ideals encountered in the work
- Generating their own interpretations and responses
- Focusing on crucial quotations
- Engaging in dramatic presentations by assuming the personae of characters
- Making predictions about what will occur in the piece
- Recording their reactions in literature logs
- Making journal entries of quotations or problems confronted by the characters
- Designing artistic visualizations

o BEYOND literature--Interaction with the literary work is followed by activities that help students pull their thoughts together to reflect on how the work relates to them and to society, such as:

- Discussing and writing their reactions and insights
- Reconsidering and reinterpreting their world views as a result of the work
- Developing an illustration showing relationships among characters
- Relating one piece of literature to another
- Dramatizing the work
- Reading parallel works among genres

- Writing a new preface, a new ending, a change of scene, a script for readers' theater, interpretive questions, summaries, imagined interviews, or sequels

o Word analysis strategies--phonics, sight vocabulary, structural analysis, use of context clues, and the dictionary--are taught in the context of meaningful reading and writing activities and through direct instruction as students demonstrate a need for tools for decoding and encoding individual words.

o Phonics instruction focuses on the most important and regular letter-to-sound relationships; children refine and extend their knowledge of these relationships through repeated opportunities to read. Phonics instruction is completed by the end of the second grade, except in cases of identified individual need.

o Young children connect oral language to print through the language experience approach.

o New or difficult vocabulary is studied through the use of context clues within the literary work and through discussion before and after the reading assignment. Words take on new meaning and interest as students dramatize and illustrate them.

o Teachers use many strategies for teaching comprehension, including:

- Previewing
- Making connections to prior experiences
- Deciding on a purpose
- Assessing author's intent
- Multilevel questioning
- Mapping
- Following the three-step prediction cycle of sampling, predicting, and confirming
- Using reference materials

o Students experience all of the following stages or steps in the writing process:

- Prewriting activities in order to select a topic, identify the intended audience, and determine the mode, tone, and style of the writing, such as:
  - Reading or hearing literature
  - Storytelling or dramatic activities by teachers and students
  - Reflecting on experiences and reading
  - Discussing issues and ideas
  - Brainstorming, clustering, and mapping words and ideas
- Drafting activities in which the students manipulate language to suit their meaning and purpose, organize details, and give evidence, such as writing:
  - For a variety of purposes and audiences
  - On a wide range of subjects--real and imaginary
  - In many styles and formats
  - In many different modes of discourse, such as story, observation, autobiographical and biographical incident and sketch, poetry, dialogue, persuasive essay, report of information, drama, letter, memorandum, newspaper article, diary, narrative, legend, memoir, speculation about results or causes, remembered place, analysis, fable, myth, interpretation, lyrics, and problem solution
- Responding activities, such as:
  - Whole-class and small-group response sessions
  - Writing responses to each other's writing
  - Comparing different versions of the same piece of writing
  - Consulting with individual students regarding their writing
- Revising activities in order to clarify thoughts and ideas--literally reseeing and rethinking the writing, such as:
  - Adding detail
  - Deleting repetition
  - Elucidating voice, point of view, and audience
  - Substituting and arranging
- Editing activities, such as:
  - Correcting errors in usage
  - Adding transitions
  - Selecting just the right words for the intended purpose by:
    - Editing the works of peers and other individuals
    - Using an editing checklist or scoring guide for the conventions of language
    - Using references or handbooks on usage, grammar, and other conventions of writing
    - Conferring with teachers
- Postwriting activities, such as:
  - Publishing or posting the writing for reading
  - Dramatizing or illustrating the work
  - Evaluating the work individually, with peers, and with the teacher

o There are written standards and expectations for student writing which are known and used by all teachers at all grades.

o Students in the higher grades become familiar with and use the rhetorical features and conventions tested by the California Assessment Program.

o Spelling is studied in meaningful and personalized contexts, and individual students exercise responsibility for improving their

spelling by:

- Using words misspelled in writing as individual spelling lists
- Identifying and correcting spelling errors with partners and small editing groups
- Pretesting, practicing, and post-testing their spelling with partners
- Maintaining their own dictionaries of spelling words and individual records of progress

o Young children learn handwriting through meaningful modeling and practice; teachers use common words from the environment and from student-invented stories for practice. Older writers focus on the quality of their handwriting when there is a purpose, particularly in producing final drafts to be read by others.

o Students, including those with special needs, learn to deal with comprehension and composition difficulties through a variety of strategies:

- Comprehension monitoring--self-questioning, self-testing, self-review, paraphrasing, predicting
- Task organization--prewriting and rewriting, selective reading and writing, changing speed, understanding teacher expectations
- Rehearsal--repetition, copying, underlining
- Elaboration--mental images, paired associations, analogies, developing a dialogue with the writer
- Information organization--grouping, ordering, outlining, noting and searching for salient details, summarizing
- Affective--alertness, anxiety, focusing attention, ignoring distractions, self-rewards, self-praise
- Personal relationship--assimilating to personal experience, past events, and prior knowledge

o Students with special needs participate in a language arts program that is conducted in concert with the regular language arts program. They read and discuss the same material and ideas as do the more proficient readers and writers.

o Teachers create a positive climate for students with special needs by:

- Drawing them into activities
- Respecting languages and dialects
- Creating situations where all students' ideas are important
- Bolstering self-confidence

o Heterogeneous ability groups work together to create group and individual products. These pairings or groupings:

- Are flexible and change often
- Are organized for a known and specific purpose
- Frequently rotate roles (e.g., facilitator, monitor, recorder, etc.)
- Encourage risk-taking in an atmosphere of trust and mutual respect for individuals and their ideas

o The classroom is rich in materials, which represent a variety of genres, several levels of difficulty, and many topics. Reference materials are also available in the classroom.

o Assessment focuses on students' strengths in using whole language and does not take up excessive classroom time at the expense of instructional time.

o A variety of measures are used in conjunction with classroom assessment to determine the quality of the language arts program, such as:

- Data from the School Performance Report, such as the number and quality of books read
- CAP data
- Frequency of use of the library/media center
- Attitudes of students
- Extent of positive parent support and participation
- Extent to which student work is displayed, published, and awarded
- Quality of special needs services
- Background and training of teaching staff
- Quantity and types of student writings

o Library/media services and practices encourage students to explore and use the library regularly for assigned language arts activities and their own interests. Resources available in the library/media center are plentiful, organized, well-maintained, and of high quality; they include word processors, computers, books, films, videotapes, audiotapes, periodicals, dictionaries, and encyclopedias. In using technological resources, students engage in interactive activities that require critical thinking rather than short answer workbook-type exercises.

o Teachers, library/media specialists, and students form book clubs for recreational, classroom, and professional reading.

o Teachers encourage parents to assist their children to succeed in the program through the following activities:

- Helping their children obtain public library cards
- Encouraging and assisting them to complete their homework
- Monitoring their use of television and radio
- Responding to their writing
- Modeling reading of a variety of materials

- Modeling effective listening, speaking, and writing

o Homework extends beyond the school and involves the support of the home, including:

- Reading books of literary merit
- Family sharing of good books
- Writing for enjoyment and to sharpen communication skills
- Critical television viewing
- Reading and writing activities in the students' daily lives through the use of menus, cookbooks, games, and newspapers

o As administrators, teachers, and specialists plan strategies for program implementation, they consider:

- How language arts will be scheduled in the school day
- What core and supplementary literature will be read
- How literary works, textbooks, workbooks, or other instructional materials will be used to provide an integrated program
- How various instructional elements of the program will be phased in
- How language arts will be taught and used as students are learning in all subject areas
- How evaluation will reflect the purposes of the curriculum
- How teachers will be trained and supported in the implementation of the program
- How parent awareness and support for the program will be promoted

RESOURCES

The following resource publications are available from the Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

o English-Language Arts Framework, 1987

o English-Language Arts Model Curriculum Guide, K-8, 1987

o Recommended Readings in Literature, K-8, 1986

o Handbook for Planning an Effective Writing Program, K-12, 1986

o Handbook for Planning an Effective Literature Program, K-12, 1987

o Practical Ideas for Teaching Writing as a Process, 1987

o Becoming a Nation of Readers, 1985

o Writing Assessment Handbook, 1986

The following resource publication is available for $10 from the University of California, Los Angeles, Center for Academic Interinstitutional Programs (UCLA/CAIP), 405 Hilgard Avenue, Los Angeles, CA 90024:

o Literature for All Students: A Sourcebook for Teachers, 1985

MATHEMATICS

The mathematics criterion focuses on the effect of the mathematics program on the students. It deals with the completeness of the curriculum, the development of essential understandings and problem-solving ability, and the instructional setting for the study of mathematics.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS: EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
All strands are incorporated and interwoven in the lessons; no single strand receives dominant attention.	The program deals primarily with the rules of arithmetic with isolated lessons on geometry or measurement.
Most lessons involve several ideas. Students are presented challenging complex situations to work on.	Each lesson is about one sharply delineated topic. Problems are chosen to fit the narrow objective of the day's lesson.
Students acquire mathematical ideas through a problem-solving approach.	Problem-solving is taught as a set of techniques or is fitted into the program "as time permits."
The lessons include a variety of mathematical challenges for students, including real life problems and mathematical games and puzzles.	Lessons have problems of a single type, with little motivation other than learning and practicing a new textbook skill.
All problems that students work on have either been generated by the students or are designed to capture students' interest and be meaningful to them.	Many problems that students work on have been contrived; they would never appear anywhere but in school. Purely symbolic exercises are especially common.
All students work on assignments they find interesting from all the strands; no student is assigned to practice mechanical skills.	Students with low achievement in arithmetic are primarily assigned practice in computation.
Lessons are designed to reinforce previously taught concepts and skills by requiring their use in a variety of new situations with real world settings.	When concepts and skills appear more than once in the curriculum, they are taught and practiced in the same way they were originally.
Students frequently work on assignments in which they combine simple skills to solve practical problems.	Each problem in an assignment makes use of only one skill.
Students perform calculations in a wide variety of meaningful settings, with particular attention to whether an estimate or exact answer is most appropriate.	Students often do purely symbolic arithmetic, with exact results expected unless explicitly stated otherwise.

Students use a variety of procedures including mental math, calculator or paper and pencil to calculate numerical results.	Students are expected to use paper and pencil unless otherwise indicated.
Students consistently use numbers of all kinds, as a natural and necessary way of interpreting the world and solving problems.	In most lessons students use only whole numbers; fractions and decimals are taught as separate topics.
Students have calculators available. In the primary grades, the students explore numbers on the calculator, and their proficiency in using the calculator develops in parallel to their understanding of the number system.	Students are allowed to use calculators in some lessons and not in others. Calculators are taught as a separate topic.
The teaching staff has examined the instructional materials and assessment instruments (especially commercial tests) in use to identify discrepancies between their explicit and implicit instructional purposes, and the school's learning goals for students.	The school can say only that the topics listed in its curriculum match reasonably with the topics covered by the instructional materials and assessment instruments in use.
Instruction	
Students learn mathematics by "doing" mathematics; they encounter new and challenging problems which call for them to confront mathematical ideas.	The teacher or the book shows the students how to do something, and they practice doing it.
Students use real objects in dealing with mathematical ideas. They use manipulative materials, drawings, and or symbols to show their findings.	Students are shown how to work arithmetic procedures using symbols and then practice these techniques.
Students make sense of mathematics for themselves through oral interactions with one another.	Students mostly work individually.
Students record their thinking about problems and their findings in order to examine them or to communicate with others.	Students record answers to mechanical procedures, but do little thinking about them other than whether they are "right" or "wrong."
Students reach their own conclusions, and share their reasoning/evidence with one another and with the whole class. The teacher seldom acts as the authority, saying that a result or interpretation is correct.	The teacher tells the students what they should have learned from the lesson. The teacher states what is correct and why, and "wraps up" the lesson.
Lessons are expected to generate new or broader questions during a class. Students are expected to ponder questions overnight (or longer), and return to "incomplete" issues/questions.	There is a consistent interest in closure. The teacher brings completion each day.
Perseverance is promoted. In most assignments students have ample time to ponder, explore, misstep, consider, restart, press on.	For most assignments, the time available for "finishing" is limited.

Student homework adds to the student's classroom program by leading the student to explore situations, gather data, or interact with family members.	Homework is more of the same exercises performed in class.
Students experience mathematics as an enjoyable and useful activity. Students are expected to have fun and to be imaginative with their speculation.	Students believe that mathematics is difficult and that they must memorize and practice diligently in order to obtain correct answers quickly.
Assessment	
Assessment gives primary attention to students' larger understandings.	There are many discrete "learning objectives" which draw attention away from students' larger understanding and use of mathematics in situations with meaningful context.
Assessment relies heavily on students' verbalizations, both written and oral, during as well as after their work is done.	Assessment is based primarily on the answers students get on class assignments, homework, and tests.
Assessment is based primarily on students' work over a period of time.	Each assessment is based on a test given at a specific time and scored independent of any other work.

The mathematics curriculum engages students' curiosity and sense of inquiry in well-defined content that includes all strands at all grade levels. The program concentrates on essential understandings, those mathematical ideas that bind together rather than precede the specific concepts and skills of the curriculum and all boys and girls develop these understandings. Students master the single-digit number facts and, with appropriate use of the calculator, are comfortable with and proficient in numerical computations; they routinely estimate before any calculation and use the most appropriate computational method and tool for each calculation. Lessons and assignments are structured to emphasize student understanding and ability to use mathematics. Students understand the structure and logic of mathematics and use the language of mathematics.

Problem solving is a major part of the mathematics program. Students are regularly involved in formulating problems and in choosing approaches and strategies for solving the problems. All students are taught and understand how to work through the stages of problem solving. They are encouraged to be inventive, guess, and estimate. Their natural fascination with how puzzling problems are solved is encouraged and used to motivate discussions of strategies and tactics. They are frequently asked to explain what they are doing and why and to judge the reasonableness of the answers they generate. Students are challenged with both the real world and abstract problems, including complex situations that require the use of higher-level thinking skills.

Concepts and skills from all strands are interwoven, reinforced, and extended through lessons and assignments so that students experience mathematics as a cumulative subject. New concepts are studied first in terms of students' concrete experiences; manipulatives and other concrete materials are used to enable students to gain direct experience with the underlying principle of each concept. Lessons incorporate and build on skills and concepts previously learned. The instructional setting is varied and provides students with the opportunity for individual work, small-group, cooperative learning activities, and whole-class participation. Student grouping is based on ongoing assessment of student need.

Supplementary services are coordinated with the regular mathematics program to focus on fundamentals as they are presented in the regular program and do not rely on repeating low-level skills from earlier grades. Mathematics is interdisciplinary; students use their mathematical skills in other subject areas in a variety of situations.

EXEMPLARS

- Instruction covers the strands of number, measurement, geometry, patterns and functions, statistics and probability, logic, and algebra in all grade levels.

- o Curriculum and instruction focus on students' understanding of fundamental concepts rather than their ability to memorize algorithms or computational procedures.

- o The program concentrates on essential understandings, those mathematical ideas that bind together rather than precede the specific concepts and skills of the curriculum.
  - Teachers are clear on the essential understandings and on how the learning of specific concepts and skills depends on these understandings.
  - Instruction is organized to ensure that every student acquires these understandings.

- o Patterns and functions, statistics and probability, and geometry are taught each year, with the subject matter gradually increasing in complexity.

- o Instruction emphasizes understanding and use of mathematical concepts and promotes the use of the language of mathematics.

- o Students add, subtract, multiply, and divide whole numbers, decimals, and fractions with facility and accuracy.
  - Students use estimation to aid in selecting a method for exact calculation and to establish the reasonableness of results.
  - Students use mental arithmetic for all single-digit operations and for simple manipulations such as doubling, halving, and multiplying or dividing by powers of ten.
  - Students use the calculator correctly and confidently when mental calculation would be difficult or when pencil-and-paper calculation would be inefficient.
  - Students use computer programs, as appropriate, to perform extensive or repetitive calculations, to simulate real situations, and to perform experiments that aid in the understanding of mathematical concepts.

- o All students are taught and understand how to work through each stage of problem solving, including problem exploration, formulation, strategy development, solution activity, and interpretation of results. Lessons and assignments are designed to include:
  - Working through the stages over time
  - Formulating several problems from a given description of a situation
  - Representing the same information in different ways, e.g., verbal, graphic, and symbolic
  - Working with more or less information than necessary

- o Problem-solving approaches are demonstrated and discussed. Multiple-solution methods are emphasized.

- o In working with more complex situations, students:
  - Formulate and model problems.
  - Screen relevant from irrelevant information.
  - Organize information.
  - Make conjectures and test their validity.
  - Analyze patterns and relationships.
  - Use inductive and deductive processes.
  - Identify or evaluate alternative mathematical approaches.
  - Find and test solutions.
  - Interpret results.

- o Lessons often begin with imaginative situations likely to engage students' curiosity.
  - Students apply previously learned skills to situations they have not seen before.
  - Students relate concepts to natural situations in and out of school.

- o Lessons and assignments interweave the strands and appropriate concepts and skills from previous lessons; new or extended concepts are connected to what students already know.

- o Students at all grade levels experience concrete representations of new concepts as a foundation for symbolic representations. There is a smooth transition from concrete to abstract.

- o Students work in groupings suitable to the content and matched to student needs and strengths; for example: whole-class discussion/exploration, small groups engaged in problem solving, individual work, peer tutoring pairs.

- o All students are assessed at the beginning of the school year and regularly throughout the year. Teachers use the results of student assessment to determine the need for reteaching and further practice.

- o Teachers introduce, model, and provide guided practice for new concepts before students proceed on their own. Homework includes independent practice of concepts that have been mastered in class. There is daily review of homework concepts.

- o Students receiving remedial instruction cover all the core fundamentals of the mathematics program. Remedial work is keyed to regular classroom instruction.

- o Computers are a major tool of education. Their value in creating geometric displays, organizing and graphing data, simulating real-life situations, and generating numerical sequences and

patterns is recognized. Students are developing their abilities to interact with computer programs in highly individualized ways to explore and experiment with mathematical concepts.

SCIENCE

The science criterion focuses on the effect of the science program on the students. It deals with the completeness of the science program, identification of the skills and concepts to be learned, the range and depth of the content, and the instructional methodologies that enable students to acquire the necessary skills and knowledge in science.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
A balanced science curriculum based on the life, earth, and physical sciences includes the fundamental concepts, terms, processes, and skills.	Teachers are unaware of the relationships between the disciplines and the teaching of process skills in science.
The district science program is based on a scope and sequence correlated with the current science framework.	Classroom teachers choose science units that they want to teach without regard to articulation with what other district teachers teach.
Science goals and curriculum standards are reinforced throughout the school program (in both academic and extracurricular activities).	Science is taught as an isolated subject to be read from a textbook and followed with comprehension questions.
The core science program is supplemented with exemplary program materials to provide a rich learning experience.	Teachers use only the adopted textbook.
Building on their understanding of science concepts, students learn about the logic of the scientific method, the techniques of the science laboratory, laboratory safety, and applications of science to the world around us.	Students do not see the importance of science to everyday happenings nor the importance of learning a process of problem solving that will be useful in their future.
Students develop the science process or critical thinking skills by observing, comparing, organizing, and inferring.	Students do not receive the opportunity to develop their cognitive potential through lessons based on textbook "reading comprehension" assignments.
The curriculum emphasizes the importance of technology and applied science; "working" scientists are brought into the classroom to stress the importance of science in our daily life.	A curriculum that does not acknowledge the "working" scientists around us isolates science and its importance to man and the environment.
Interactions with scientists, engineers, and technicians; and field trips to science and natural history museums, tide pools, and nature trails enrich the science program.	A classroom with little stimulation does not provide a positive learning environment.
Most lessons involve interrelated concepts. Students are presented challenging, complex situations to work on.	Each lesson is about one sharply delineated topic.

Students acquire understanding of science concepts through a problem-solving approach.	Problem solving is fitted into the program "as time permits."
The lessons include a variety of scientific challenges for students including real-life problems, scientific projects, simulations, and activities.	Lessons have problems of a single format with little motivation other than learning and practice from textbook skills.
Lessons are designed to reinforce previously taught concepts and skills by requiring their use in a variety of new situations with real-world situations.	When concepts and skills appear more than once in the curriculum, they are taught and practiced in the same way they were originally.
Instruction	
Science instruction is provided on a regular basis (at least 3 to 5 lessons per week, 30 to 60 minutes per day) with experiential, hands-on activities about 40 percent of the planned time.	The science program is taught by teachers with no emphasis on the importance of a regular science time.
Teachers providing new experiences through sequential curriculum and a variety of methods in the primary grades lay the foundation for more conceptual content in the intermediate grades.	The lack of articulated, stimulating primary science lessons makes the job of teaching science in the intermediate levels frustrating and difficult.
Teachers model the scientific method in their instruction and are more successful in teaching the scientific method.	Students are expected to learn the scientific method from reading about it.
Science lessons regularly require students to observe and interpret phenomena in natural and laboratory settings.	Students read about a science study and answer questions posed by the author.
Students bring data to the classroom, compare the data to those of others, and apply concepts and theories from readings.	Students try to interpret findings of others that they have read about.
Various instructional methods, complemented with a variety of experiential materials, are used to motivate the students.	Science is taught using only the textbook and teacher demonstrations.
Science concepts and skills are integrated throughout all subjects using various methods, such as graphing, tabulating, recording, and analyzing data; researching and reporting findings; and portraying scientific phenomena through the arts and discovering historical significance of concepts and theories as they relate to today's life.	Science is taught without reference to any other subjects.

Assignments based on activities and projects, such as observation/interpretation activities, science fair and research projects involving partners and parents, and students teaching students, increase the understanding and retention of scientific concepts.	Students' retention of scientific concepts and development of process skills are limited in textbook-oriented classrooms.
Teacher-led discussions that challenge students to reason and think about their own ideas and perceptions of nature will lead to development of higher thinking skills.	Discussion lessons that present information without allowing student interaction do not develop the potential of each student.
Students are encouraged to articulate their own naive theories and test them against the accumulated evidence and knowledge of science.	Lessons that require rote memory and lower thinking skills will lead to less understanding and retention.
Lessons that allow students to apply thinking and communication skills in learning science will be valuable in all subject areas.	One-dimensional lessons result in students who cannot think freely or rationally about science issues.
Students learn science by "doing" science; they encounter new and challenging problems which call for them to confront science concepts.	The teacher or the book shows the students how to do something, and they practice doing it.
Students use hands-on materials in dealing with science concepts. They use products, graphs, charts, or drawings to show their findings.	Students are shown how to do science activities and may practice them.
Students work cooperatively to make sense of science concepts and explain their understanding through interactions with one another.	Students mostly work individually.
Students record their thinking about problems and their findings in order to examine them or to communicate with others.	Students may record their answers, but they do little thinking about them other than whether they are "right" or "wrong."
Students reach their own conclusions and share their reasoning/evidence with one another and with the whole class. The teacher seldom acts as the authority, saying that a result or interpretation is correct.	The teacher tells the students what they should have learned from the lesson. The teacher states what is correct and why and "wraps up" the lesson.
Lessons are expected to generate new or broader questions during a class. Students are expected to ponder questions overnight (or longer) and return to "incomplete" issues/questions.	There is a consistent interest in closure. The teacher brings a lesson to completion each day.
Homework adds to the student's classroom program by leading the student to explore situations, gather data, or interact with family members.	Homework is more of the same exercises performed in class.

Students experience science as an enjoyable and useful activity. Students are expected to have fun and be imaginative with their speculation.	Students believe that science is difficult and that memorization is the highest priority to learn science concepts.
Assessment	
Students' progress in science is monitored, and feedback is given to students and parents.	Science lessons are not as important as the "basics," and no assessment is necessary.
An ongoing assessment of the science curriculum is necessary to evaluate the needs of the students and teachers.	Teachers know what is best for their students and will change their lessons when appropriate.
By teaching others (younger students, parents, and peers), students demonstrate their understanding of scientific concepts.	The depth of students' understanding cannot be measured by answering short-answer questions.
Students' understanding of science concepts can be demonstrated through the development of science fair projects and being allowed to explain them to others.	Students' reports from reference materials without the opportunity to interact orally with the teacher or other students do not allow the students to demonstrate their depth of understanding.
Assessment gives primary attention to students' larger understandings.	There are many discrete "learning objectives" which draw attention away from students' larger understanding and use of science process skills in situations with meaningful context.
Assessment relies heavily on students' verbalizations, both written and oral, during as well as after their work is done.	Assessment is based primarily on the answers students get on class assignments, homework, and tests.
Assessment is based primarily on students' work over a period of time.	Each assessment is based on a test given at a specific time and scored independently of any other work.

Students discover and learn about the natural world by using the methods of science as extensions of their own curiosity and wonder. Students acquire knowledge of the biological and physical sciences from a balanced science curriculum which includes the fundamental concepts, terms, processes, and skills. Building on their understanding of science concepts, students learn about the logic of the scientific method, the techniques of the science laboratory, and the applications of science to the world around us. Students also develop the science process or critical thinking skills of science: observing, comparing, organizing, inferring, relating, and applying.

Instructional methods and the sequential introduction of new experiences in the primary grades lay the foundation for more conceptual content in the intermediate grades. Instructional methods emphasize using scientific techniques as learning techniques; lessons regularly require students to observe and interpret phenomena in natural and laboratory settings. Concepts and theories from readings are applied to observed phenomena. Basic science texts are supplemented by a variety of materials which include laboratory specimens, scientific equipment, and an array of simulations that employ technology. Community resources such as local scientists and engineers, parks and nature trails, and science and natural museums are used to expand the science program.

Basic skills are applied and extended throughout the science program. Students learn how to read scientific writing, create and develop graphs and charts, solve complex problems involving different kinds of data, apply mathematics skills in analyzing data, record observations in an organized fashion, write laboratory and research reports, and explain scientific material orally.

EXEMPLARS

o Students experience science as a regular part of their curriculum.

- Science instruction is provided on a regular basis. (Students devote at least one-half hour per day, on the average, to learning science.)
- Science goals and curriculum standards are reinforced throughout the school program (in both academic and extracurricular activities).
- Students' progress in science is monitored, and feedback is given to students and parents.

o Instructional content focuses on conceptual understanding of the facts, principles, and theories of science as the foundation on which the processes, techniques, and applications of science are based. Teachers cultivate students' concept formation beyond rote facts and vocabulary.

o Students receive instruction in a comprehensive, balanced science curriculum which includes:

- The life, earth, and physical sciences
- The interdependence of people and the natural environment
- The historical development of science by persons and cultures of different backgrounds
- The relationship between science, technology, and society
- Participatory (hands-on) laboratory techniques
- Facts about careers in science and technology

o Students observe and conduct experiments to learn scientific processes, including:

- Observing
- Comparing
- Organizing
- Inferring
- Relating
- Applying

o In addition to hands-on experiences, students learn science content from field observations, teacher demonstrations, group experiments, individual science fair projects, and a variety of print and electronic media as a part of their regular instruction.

o Assignments include such activities as:

- Observing and recording natural phenomena inside and outside the school
- Pursuing science projects involving teacher guidance and parent involvement

o Teachers lead discussions which challenge students to reason and think about their own ideas and perceptions of nature. Students are encouraged to articulate their own naive theories and test them against the accumulated evidence and knowledge of science.

o Students apply thinking and communications skills in learning science. Examples include:

- Using computational skills in recording and analyzing data
- Using graphs and charts to summarize and portray data
- Reading scientific writing
- Writing research reports and the results of lab experiments
- Presenting scientific material orally

o Community resources enrich the science program, including student interactions with scientists, engineers, and technicians. Field trips to science and natural history museums, tide pools, and nature trails are also encouraged.

HISTORY-SOCIAL SCIENCE

The history-social science program at the elementary level builds on the important learnings children bring with them to school. It moves back in time through history and outward through geography, linking the child with people and events from the past. Through experiential geographic learning, students develop a growing sense of place and spatial relationships. Activities may include exploring the school and community environment and making two- and three-dimensional maps and models. Historical studies begin with well selected narrative stories about how it might have been to live in other times. Through a literature-enriched curriculum, students discover those ordinary and extraordinary men and women who have made a difference in our national life and in the larger world community. They learn the many ways in which people, families, and cultural groups are alike and different. Stories are drawn first from those cultures represented among the families in the classroom and school. Students also gain a sense of history and culture as they see how parents, grandparents, and ancestors have made a difference. They begin to develop an understanding of economic connections with the larger world through such concepts as scarcity, supply and demand, interdependence, and the identification of goods and services. Basic civic values that are fundamental to a democratic society are developed through working with others, discussing and dramatizing stories that incorporate conflict and raise value issues, and through responsible classroom participation. Upper-grade students begin to think about continuity and change in their own locality, the state, and the nation by investigating times past and the people whose activities have left their mark on the culture and the land. They begin to consider a far wider sweep of human affairs with their in-depth historical and comparative analyses continuing to be grounded in the lives of people and events. The history-social science curriculum is enriched with literature, integrated with the other humanities, and correlated across subject areas. History is broadly interpreted to include not only the political, economic, and social arrangements of a given society but also its beliefs, religions, culture, arts, architecture, law, literature, sciences, and technology.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
The history-social science curriculum is an essential part of the core curriculum at each grade level and sufficient time is provided for its study.	The history-social science curriculum is considered significantly less important than other subjects and instructional time is not provided on a regular basis.
The history-social science curriculum in the primary grades presents basic history, geography, and economics concepts and is linked to language arts, math, science, and the arts.	The history-social science curriculum in kindergarten through grade three is based solely on the "expanding horizons concept," beginning with the study of self, and is an isolated part of the core curriculum.
The fourth through sixth grade curriculum is based on the chronological study of history grounded in geography. It is part of a sequential K-12 program.	The fourth through sixth grade curriculum focuses on isolated historical events or concepts; there are gaps in students' history and geography knowledge as well as unnecessary repetition of materials among grades.
Specific time periods and events are studied in-depth and enriched by a wide variety of non-textbook materials and interactive activities. Instruction includes writing and study skills.	Students cover enormous amounts of material and large spans of time gaining superficial information regarding events in history. Learning is confined primarily to reading chapters and answering questions.

Literature about people and events is used to bring alive the key figures, events, and issues of our country and other nations.	Literature is not an important mechanism for teaching the content of the history-social science curriculum.
The goals and curriculum strands of the framework are taught at the appropriate level in each grade.	Certain curriculum strands of the framework are dropped or added from one year to the next.
Our nation's history is presented as an exciting story of diverse peoples from different racial, religious, and ethnic groups making up one nation.	The history-social science curriculum is presented from a narrow perspective with the points of view, meanings, goals, and experiences of other cultures treated superficially.
All students, regardless of their levels of performance, engage in critical thinking as they progress through the history-social science curriculum.	Instruction emphasizes reading the text, sometimes in round-robin style, answering the questions at the end of the chapter, and studying for tests.

GOALS OF THE CURRICULUM

All students learn history-social science within the context of a full, balanced, and integrated curriculum which is enriched by literature and draws upon students' own experiences. This curriculum is aligned with the History-Social Science Framework for California Public Schools, Kindergarten Through Twelve (1988). It incorporates three goals that enable students to gain (1) knowledge and cultural understanding; (2) democratic principles and civic values; and (3) the academic and social skills necessary for their effective participation in a democratic society and the world. For each of the three goals there are essential learnings which serve as curriculum strands.

THE CURRICULUM FOR KINDERGARTEN THROUGH GRADE THREE

In kindergarten through grade three, the school, neighborhood, and the region provide the field for exploratory activities related to geography, economics, and local history. Children read, hear, and discuss biographies, myths, fairy tales, and historical tales. In kindergarten, children develop an understanding that school is a place to learn, to work, to share, and to solve problems together. They learn about times past and raise value issues through stories. In grade one, they learn about their responsibilities to other people, explore their geographic and economic world, develop an informed awareness of cultural diversity, and through literature develop a sensitivity toward others. In grade two, children learn about people who make a difference in their own lives including people who fulfill their daily needs; the history of their parents, grandparents, and ancestors; and men and women from many cultures who have made a difference in society now and in the past. In grade three, students learn about continuity and change in their local communities and the nation by focusing on the people in history found in biography, story, folktale, and legend. In addition, they learn the meaning of the nation's holidays and symbols.

THE CURRICULUM FOR GRADES FOUR THROUGH SIX

Students in grade four study California from pre-Columbian to modern times. They study California geography, the culture of native Californians, the history of the state's economic growth, the public education system, and the successive waves of immigrants from the sixteenth century to today. In grade five, students study United States geography and history to 1850 by focusing on the most remarkable stories surrounding the creation of our nation and the peopling of our country by immigrants from all parts of the world. The course in grade six emphasizes the ancient world to AD 500 including the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the classical civilizations of India and China. The curriculum in these grades prepares students for the chronological focus of the middle grades courses.

INTEGRATION OF CURRICULUM

The teaching of history is integrated with the humanities and the other social sciences. Activities and lessons are correlated with the language arts, sciences, and visual and performing arts curricula. The study of history includes not only the political, economic, and social arrangements of a given society, but also its

values, beliefs, religion, culture, literature, arts, architecture, law, literature, sciences, and technology.

INSTRUCTION

Students are actively involved in the study of history, geography, and the social sciences. Teachers use strategies which are interesting, concrete, and related to the lives of students. Teachers build upon students' curiosity about themselves and their world, presenting history as an exciting and dramatic series of events, issues, and stories of personalities in the past who helped shape the present. Teachers guide students toward the development of historical empathy by presenting literature of and about the historical period and by examining folk art objects and styles that characterize each culture. Students understand the way people saw themselves, their ideas and values, their fears and dreams, and the ways they interpreted their own times.

Strategies at the primary level include dramatizations, role playing, storytelling, art history, literature, simulations, and small-group or whole-class projects. At the intermediate level, students participate in more advanced forms of research and complete written composition based on primary source materials, literature, reference materials, surveys, and community resources. At all grade levels, teachers' questioning techniques build on students' own experiences, invite student participation and contributions to the scope of the curriculum, and require the use of higher order thinking skills. Students as teams often discuss the dimensions and points of view of various cultures as they relate to their historical and geographic settings. Through the guidance of the classroom teacher and the librarian, students explore the meaning of chronology, the reason for change, and the importance of customs and values. They engage in problem-solving as well as personal and group-decision making as they acquire, evaluate, and use information in a variety of ways.

Teachers regularly use instructional media such as films, videotapes, filmstrips, charts, maps, and computer software that are accurate, objective, current, and appropriate. Students learn that these media can be used for storing information, research, presenting information, studying and practicing, and telecommunicating both within the U.S. and with other countries.

Frequent opportunities exist for students who are limited-English-proficient to share their language, cultural ideas, customs, and heritage, thus providing an immediacy to the multicultural dimensions of the curriculum. The teacher uses strategies in English and the student's primary language, as appropriate, and works collaboratively with support staff in order to provide equal access to the core history-social science curriculum for all students. As a group, non-native English speakers make normal progress through the curriculum at a pace and success rate comparable to native English speakers.

CLASSROOM AND SCHOOL RESOURCES

Resources are available through the use of the library or instructional media center to supplement classroom materials which are plentiful, organized, well-maintained, and of high quality. They include paper and hardback books; computers and software programs for databases, spreadsheets, graphics, telecommunications, and word processing; films and filmstrips; instructional television programs; videotapes, audiotapes, and laser disks; periodicals and newspapers; dictionaries and encyclopedias; globes, maps, charts, art reproductions, and atlases; journals; and artifacts. The school has an established list of literary works which address all grade levels and units of the history-social science program. The school library, district instructional materials center, community library, historical and cultural centers, members of the community, and city government provide resources to enrich and extend the classroom program.

EVALUATION

Evaluation of student progress in history-social science is systematic, ongoing, and aligned with the state framework. Evaluative data, both quantitative and qualitative, are regularly collected and used to improve the history-social science program and student performance.

Formal feedback is provided regularly to students and parents through grades, conferences, self-assessment, peer critiques, awards, and other forms of recognition. Informal feedback such as telephone calls, notes, and social interactions in the community between educators and parents is also a common characteristic of the program. Progress of all students, including those with special needs, is monitored; modifications are then made in the instructional program, but not in the curriculum, to promote the optimal development and progress of all students.

PROGRAM SUPPORT

Support by teachers and administrators for the history-social science program is manifested in a variety of ways. Time is allocated for all staff, e.g., teachers, resource teachers and specialists, paraprofessionals, and librarians, to plan collaboratively for program improvement, to coordinate and problem-solve during implementation, to learn new and effective teaching practices, to support each other in developing new skills and

techniques in the classroom, and to coordinate their services for students for whom they share responsibilities. Staff development activities based on the staff's assessed needs are provided. District support includes policies for planning and training, curriculum development, space, and adequate funds for time, training, materials, and equipment.

The school is successful in its organized efforts to seek and maintain parent and community support for the program. Teachers and students take advantage of community resources such as diverse cultural groups, senior citizens, primary language resources, museums and galleries, music and performing artists, "hands on" materials, artifacts, visual aids, speakers, sites of historical and geographic significance, and city, state, and national government.

EXEMPLARS

o In the primary grades, students read interesting stories about events and people, ordinary and extraordinary, that have had an impact on life in other cultures, America, California, and in their community. At other times of the day, they have opportunities to integrate history-social science with other subject areas.

o Intermediate students are prepared for civic responsibility through observation of and participation in the activities of student government; voluntary community groups; and local, state, and national government.

o Physical, cultural and political geography are part of the curriculum. Students recognize and interpret various kinds of charts, graphs, and maps; land and water forms; and current and past political boundaries.

o Democratic values are modeled and taught by teachers in the classroom, in the curriculum, and in the daily life of the school.

o Teachers use literature, biographies, and primary source documents to motivate and enlighten students. Music, art, dance, drama, and science of the period and the culture being studied are part of the curriculum.

o Current events are examined in an organized way by relating them to the history-social science curriculum currently under study. Students report, analyze, interpret, and discuss information from a variety of sources including magazine and newspaper articles, radio and television, films, political cartoons, and invited speakers.

o Opportunities for primary students to develop problem-solving techniques are available through individual and group projects, role playing, writing, listening to and reading stories which emphasize values and ethics, classroom discussions, and in applying critical thinking to historical and related contemporary issues, events, and personalities.

o Teachers allow time for intermediate students to make hypotheses, generalize, infer, compare and contrast, and write analytically about historical and current events using research, reasoning, and judgment. Activities planned for this purpose are frequent, including:

- writing reports and essays
- researching information
- doing homework and community activities that extend classroom activities
- speaking publicly in class or at school functions

o Students work together in pairs or small groups in developing research projects, reports, dramas, murals, and plays which they share with their classmates.

o Students perform a variety of application activities in an interactive mode such as creating timelines and maps, creating two- and three-dimensional models, props for reenactments of historical events, conducting community-based research projects, volunteering in individual and group service projects, taking part in field trips, conducting classroom meetings and simulations, participating in History Day activities, conducting mock trials, and participating in classroom and school elections.

o Young children expand their understandings of their social, political, geographic, and economic world by using imaginative and improvisational materials such as blocks, tools, three-dimensional maps, realia, artifacts, costumes, photos, flowcharts, timelines, and so on.

o Parents and other members of the community, including senior citizens, are invited regularly to share information on their culture and specific areas of expertise, e.g., careers, skills, oral histories, and so forth.

o Teachers utilize cultural events in the community that emphasize the variety of languages and ethnic and cultural groups in California.

o The district and school administrations actively support the history-social science goals by providing appropriate planning time, staff development activities and resources, and released time to attend conferences and visit model programs, work with outside consultants, coach each other in the classroom, meet with

librarians to select materials, and so forth.

- Teachers and other staff use information on program strengths and weaknesses from the school's history-social science program assessment to analyze and improve their program in a systematic way.

- The School Site Council, parent committee, or other community organizations regularly review the operation and effectiveness of the program.

RESOURCES

The following publication is available from the Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

- History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, 1988

VISUAL AND PERFORMING ARTS

The visual and performing arts curricula enable elementary students to acquire knowledge, develop skills, expand their creative potential, and value the arts through knowledge, experiences, and expression. Instruction in the arts is an indispensable part of every child's education and serves to enhance lifelong involvement in and appreciation for the arts.

The arts curricula include dance, drama/theatre, music, and the visual arts. They are planned and address the broad range of developmental levels of all elementary students. These curricula reflect the unique characteristics of each of the arts, and they integrate and interrelate the arts with each other and with the core curriculum as appropriate. Students are taught the content and techniques that make each of the arts unique and learn to see the characteristics that the arts hold in common. Aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing are fundamental components upon which all instruction in the arts is based.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS: EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
The written visual and performing arts curricula are systematic and articulated through the grade levels. They include aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing.	The visual and performing arts curricula emphasize production/performance with little or no attention given to aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing.
Adequate time is provided in the instructional day for the visual and performing arts curricula to provide all students with an understanding of the arts in their lives and in the world, past and present.	The arts are treated as occasional classroom activities with no relation to the environment, world cultures, history, or the ongoing need for human expression.
All students are involved in opportunities to express themselves creatively through the arts, both nonverbally and verbally.	Arts experiences are scheduled only for those who demonstrate a talent for the subject.
Dance, drama/theatre, music and the visual arts are taught both as discrete disciplines as well as integrated for enrichment into other content areas.	Dance, drama/theatre, music, and the visual arts are taught only as separate disciplines with no connection to other arts disciplines or other curricular areas.
Students are engaged in visual and performing arts activities in the school and within the community, including attending a variety of performances; visiting museums; and participaing in experiences brought to school by artists, arts providers, touring groups, or artists in residence.	There is little evidence that students participate in activities outside the classroom or that visiting artists or the community work in partnership with the schools to enrich the arts program.

The school library and other district and local resources provide students and teachers up-to-date arts reference materials such as videotapes, instructional films, slides, art reproductions, cassettes, records, scripts, reference books, software, and published music to enhance, expand, and strengthen the arts program. These activities are part of the planned arts program.	The school has limited arts reference materials available for students and teachers and appropriate resources are not identified or made available.
The district and school have a policy in place to provide support services, staff development, and time for planning the arts program.	Time for planning and appropriate staff development is not provided to support the arts program.
There are storage facilities, adequate materials and teaching space at each site for each of the arts.	The school does not have adequate storage facilities for arts equipment or materials or appropriate space for arts instruction.
There are a variety of measures used to assess student and program success including data collected from attitudinal surveys, teacher observations of performances/products, critiques, and teacher-developed tests.	Assessment is infrequent and not considered as part of the learning and improvement process for the students.

CURRICULUM

The district's visual and performing arts curriculum for the elementary grades is aligned with the Visual and Performing Arts Framework for California Public Schools: K-12. Dance, drama/theatre, music, and the visual arts are part of the core curriculum. All students receive well-articulated and sequenced programs in the arts designed to enhance their perceptual and cognitive growth, skill development, and aesthetic judgment. The curriculum includes aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing. The program appeals to all students' interests, abilities, and talents and is appropriate for each grade level.

These curricula provide a common core of knowledge for all elementary students. Through the unique multisensory approaches used in the arts, concepts and skills are taught within each of the arts disciplines and in other curricular areas.

Experiences in the visual and performing arts developed as part of the core curriculum offer elementary students the opportunity to express their uniqueness in creative ways. They enjoy and value all the arts disciplines. Through participating in learning about the arts, they begin to develop the means of communicating individual thoughts and feelings through artistic forms. This involvement progresses from guided perception activities and creative exploration toward the more formal teaching of higher level concepts and skill development. Students are enthusiastic about participating in the arts; e.g., singing, dancing, instrumental music, dramatics, and the visual arts.

INSTRUCTION

Students in the primary grades use expressive and perceptual modes in the arts to understand and respond to the world around them. Upper elementary students continue their response and begin to refine their skills and techniques and learn more about the history of the arts. The experiential and cognitive aspects of the arts are an integral part of students' daily school experience.

Students' capabilities for imaginative thinking are enhanced and extended through experiential learning in each of the arts disciplines. The arts experiences, which range from frequent, short-term projects to activities sustained over a long period of time, enable students to develop visual perception, creative capacities and auditory, kinesthetic, and interpretive skills. They

also learn the basic vocabulary of the arts and the role of the arts and artists throughout history. Various instructional strategies are used such as direct instruction, cooperative learning, demonstrations, modeling, inquiry, research, discovery, and open-ended discussion. Instruction is rich in the use of visual and auditory resources. These activities match the students' developmental levels and the goals and objectives of the visual and performing arts curricula.

Artistic literacy is developed by engaging students in a variety of instructional activities such as playmaking from traditional folktales, learning and performing ethnic dances and music, and creating personal visual works based on their cultural background and other cultures of the world.

Historical instruction in each of the arts is explored in the intermediate grades to include how society has affected artists, the arts, and how artists and the arts have affected society, past and present.

Students learn that diversity is valued in the visual and performing arts and that there is an unlimited range of responses to any artistic issue, problem, or work. Students discuss their own creative work and develop criteria for evaluating theirs' and others' work. This process is enriched through student-centered activities which enable students to model and provide feedback for each other.

SUPPORT

Support for the visual and performing arts program is evidenced throughout the elementary school in a variety of artistic events, displays, and performances. The district and site staffs exhibit support through various modes of student encouragement and incentives, curricular design, staff development, appropriation of time, equipment, materials, space, and budget. There is evidence of enthusiastic parental and community involvement.

The district supports the arts programs through a board-adopted statement of philosophy and sequential elementary visual and performing arts curricula which are articulated with the middle grade and secondary programs.

Time is provided for administration and staff to participate in in-depth inservice in the content of the arts, program assessment, planning, and curriculum development. Also included are school visitations and collegial coaching.

The elementary arts program utilizes community art providers and arts resources to enhance the quality of the program. Community support is demonstrated, for example, by parent involvement in arts activities and student attendance at arts-related events brought to the school and in the community. A comprehensive plan includes the use of community artists, arts programs, galleries, museums, historic buildings, and the identification of supportive parents, and business and civic leaders. Private, nonprofit arts organizations, parent support groups, educational foundations, and corporate contributions expand the range and variety of the arts programs.

MATERIALS AND RESOURCES

The visual and performing arts program is well-planned and includes appropriate and diversified materials, equipment, and resources as well as adequate space and safe physical facilities. The budget provides for the maintenance, repair, and replacement of equipment. Students have access to a wide variety of musical instruments, high-quality arts materials, equipment for the production of two- and three-dimensional works, dance apparatus, and basic technical equipment necessary for theatre production. The advice of arts specialists is employed in the selection of appropriate materials, equipment, and facilities.

EVALUATION

Evaluation of the visual and performing arts curricula reflects the teaching of aesthetic perception, creative expression, historical and cultural heritage, and aesthetic valuing. Monitoring the elementary students' growth and performance is systematic, frequent, and ongoing. A broad range of assessment methods are used, including (1) teacher and peer observations; (2) student demonstrations; (3) critiques; (4) teacher-developed tests; and (5) multidisciplinary presentations, displays, and performances.

Program evaluation examines the curriculum and instruction, parent/community and district support, student participation, training of the teaching staff, including peer coaching, sharing, and collaboration, and the time spent in teaching the arts.

Data collection and analysis provide feedback to students about their growth and progress. Teachers, administrators, and the community use these data for program modifications and for monitoring the effects of the program on the various student populations enrolled in the school.

EXEMPLARS

o The curriculum is based on the state's Visual and Performing Arts Framework: K-12.

- Instruction in aesthetic perception focuses on how the

individual sees the world. Students learn to identify and use the basic language of the arts discipline(s) under study. As they perceive and describe their environment, students acquire the conceptual tools to comprehend and respond to arts experiences and generalize to other experiences.

- Instruction in **creative expression** focuses on originating, creating, performing, and interpreting that expands students capability for imaginative thinking. The opportunity for unique individual responses to visual and performing arts assignments generates excitement, encourages creative exploration, and enhances self-esteem. Students apply what they have learned in the classroom to formal and informal presentations of vocal and instrumental music, theatre, and dance. Visual arts students demonstrate their abilities through the production of two- and three-dimensional works.
- Instruction emphasizes the **historical/cultural context** of creative artists, their work, their stylistic development, and their effects on society in the past and present. Students study, understand, and appreciate cultural similarities and differences expressed through the arts. They expand their cultural literacy by becoming familiar with great artists from different cultures in each of the disciplines.
- Instruction in **aesthetic valuing** emphasizes awareness of and response to beauty in its many forms. Students study the sensory, intellectual, emotional, and social bases for understanding the arts in order to develop criteria for arriving at personal judgments about artistic form, content, technique, and purpose. Students interact through cooperative group activities and learn from their peers as well as from their teachers.

o Dance

- Students learn and perform dances of different cultural and historical traditions and contexts.
- Students understand that body language and gesture are formal ways of expressing social, historic, and artistic meanings.
- Students are provided sensory and kinesthetic experiences to heighten awareness of body and movement and master basic principles of movement.
- Students express ideas, feelings, and situations nonverbally through movement of the body as an instrument. They create individual movement patterns as well as gestures and phrases to develop, arrange, rehearse, and present.

o Drama/Theatre

- Students learn the diversity of language use through formal and informal dramatic presentations and productions.
- Students express characterizations of situations, ideas, and feelings through storytelling, play-making, role-playing, and acting.
- Students demonstrate knowledge and understanding of folktales, myths, legends, and fables as they relate to their own and others' cultures.
- Intermediate students begin to compare and contrast various elements in theatrical performances as a basis for developing criteria for aesthetic judging.

o Music

- Students begin to learn through artistic processes that patterns of rhythm, harmony, melody, timbre, and dynamics are unique qualities of music.
- Students begin to develop auditory skills by listening to a variety of musical performances including voice and various instrumental music groups.
- Students learn to use simple musical instruments, including the human voice, appropriate to their developmental level.
- Students with the assistance of their teacher(s) judge their own performance based upon criteria appropriate to their developmental level.
- Students begin to develop an understanding of the role of music within its historical and cultural context.

o Visual Arts

- Students learn to communicate ideas, concepts, and feelings through the invention and manipulation of visual symbols.
- Students begin to develop their visual and tactile perception as well as the observational skills necessary to make a visual interpretation of the world around them.
- As students progress through the grades they learn to use, with confidence, the materials, methods, and techniques of the various forms of the visual arts in order to express individual ideas, thoughts, feelings, and their understanding of the world.
- Intermediate students develop a vocabulary for aesthetic valuing and apply it in discussing and critiquing their own work and the work of others.

o Students apply what they have learned in the performing arts to formal and informal presentations of vocal and instrumental music, theatre, and dance. Students demonstrate their visual arts abilities through the production of two- and three-dimensional works.

o Instruction in aesthetic valuing emphasizes awareness of and response to beauty in many forms. Students begin to develop criteria for arriving at personal judgments about artistic form, content, technique, and purpose.

- Students in the primary grades begin to study, understand, and appreciate cultural similarities and differences expressed through the arts. They expand their cultural literacy by becoming familiar with the accomplishments of at least a few of the great artists in each of the disciplines.
- Visual and performing arts activities are integrated into other areas of the curriculum, including reading and literature, history-social science, math, science, and language arts.
- Cultural literacy is fostered in all students as they study the arts and how the arts reflect ideals, traditions, and values of American culture and other cultures around the world.
- Teachers employ various teaching methods that allow students an opportunity to experience more than one arts discipline and emphasize the development of all basic arts skills.
- The necessary financial, human, and physical resources for visual and performing arts instruction are secured through the joint efforts of the teachers, administrators, district personnel, parents, and community members and organizations.

RESOURCES

Please refer to the following publications available from the California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.

Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools, 1987.

Model Curriculum Standards, Grades Nine Through Twelve, Visual and Performing Arts, 1985.

Quality Criteria for Elementary Schools: Planning, Implementing, Self-Study, and Program Quality Review, 1988.

Quality Criteria for Middle Grades: Planning, Implementing, Self-Study, and Program Quality Review, 1988.

Quality Criteria for High Schools: Planning, Implementing, Self-Study, and Program Quality Review, 1988.

Statement of Competencies in the Visual and Performing Arts Expected of Entering Freshmen, 1987.

Technology in the Curriculum, Visual and Performing Arts Resource Guide, 1987.

Visual and Performing Arts Model Curriculum Guide, Kindergarten Through Grade Eight (scheduled for publication in 1989).

Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve, 1987 (Second Edition scheduled for publication the spring of 1989).

PHYSICAL EDUCATION

Physical education develops essential skills that enhance all aspects of life--physical, mental, emotional, and social. The program focuses on the goals of (1) physical activity; (2) physical fitness and wellness; (3) movement skills and knowledge; (4) social development and interaction; (5) self-image and self-realization; and (6) individual excellence. The program should be developed within the context of a comprehensive health curriculum.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

CURRICULUM

The physical education curriculum develops each student's physical fitness and wellness, as well as the knowledge, skills, and values which support lifetime participation in fitness and sports activities. The physical education curriculum is developmental, and grade level expectations recognize students' individual physiological types and patterns of physical and psychological growth. The program is well-planned and articulated among grade levels. There is also a clear link between wellness--e.g., nutrition, hygiene, and life-style--and physical fitness. Daily activities are aligned with the goals and objectives of the physical education curriculum. The program provides safe and orderly planned movement activities and exercises which address rhythms, dance, movement skills, physical fitness and wellness, games, sports, tumbling, and aquatics. The curriculum emphasizes basic locomotor, nonlocomotor, stability, and fundamental equipment manipulation skills. Students gain an understanding of the relationships of time, space, force, and flow in human movement. Gradually, students combine movements into more complex patterns, and then they apply skills in partners, small groups, and team activities and games. The curriculum provides opportunities for creativity and imaginative play. Although fitness is developed in all participants, activities are valued for their enjoyment as well as their health benefits. Teachers relate physical education to other disciplines, such as science, mathematics, health, and nutrition.

SOCIAL SKILLS

Students develop self-discipline and self-control in relation to other persons and objects, a positive self-image, and prosocial attitudes and skills. Students develop in a nonthreatening environment in which success is not dependent on athletic ability, although each student is encouraged to pursue individual excellence.

The curriculum promotes prosocial development through partner and team activities. Students develop acceptance of others and learn to share, receive and give help, encourage and support others, follow the rules, compete fairly, and cooperate. Students who have exceptional needs, including health problems or physical disabilities, receive assistance, and are included in activities adapted to maximize their contribution and success. Cooperation rather than competition is emphasized for all learners. Students engage more in fair competition and the pursuit of individual excellence in the upper grades.

INSTRUCTION

Physical education teachers establish a positive and motivating atmosphere toward participation and personal development. Teachers plan and employ a variety of instructional methods and teaching styles to meet the abilities, interests, and goals of all students. Lessons are characterized by direct instruction; student involvement; structured small-group, team, partner and individual activities; and skill demonstration. Instruction emphasizes students' strengths, gains, and potential. Evaluation of student progress is aligned with the six goals and grade-level objectives cited in the Handbook for Physical Education (California State Department of Education, 1986). Student progress assessments are nonthreatening. They are based on comparisons of an individual's previous versus current performance levels as well as on comparisons of students' performances relative to grade level norms and objectives.

PROGRAM SUPPORT

Teachers participate in staff development which addresses the current trends in physical education and wellness as well as strategies for ensuring all students' access to and progress through the curriculum. Teachers meet regularly to assess the quality of the curriculum and the effectiveness of the program and to plan program improvements. Facilities and equipment are well-maintained, safe, and sufficient to provide for a wide variety of activities and for the optimal participation of all students. The staff promotes physical education and wellness in the school and community. Community facilities are used to supplement and enhance those which are provided at the school.

EXEMPLARS

o "Physical activity" refers to forceful, restful, and

explosive-to-quiet movements; a balance between safety and risk-taking; and knowledge of the principles of movement as well as the history, rules, and strategies of various activities.

- o "Physical fitness" refers to aerobics, progressive resistance activities, endurance, stretching, and the promotion of an appropriate relative percentage of lean to fat body mass.

- o "Wellness" refers to the relationship between physical fitness and exercise, nutrition, body composition, stress, sleep, prevention and care of injuries, healthy life-styles, and hygiene.

- o "Movement skills and knowledge" refer to the development of fine and gross motor skills, the aesthetic and expressive aspects of movement, posture, transfer of learning, and effectiveness and efficiency in physical performance.

- o "Social development and interaction" refer to a respect for self and others, a sense of fair play, an appreciation of individual differences, prosocial attitudes and behavior, fair competition, and control of aggression and conflict.

- o "Self-image and self-realization" refer to body knowledge, identity, coping skills for stress, self-control, ethics, personal responsibility for well-being, creativity, aesthetics, and personal potential.

- o "Individual excellence" refers to self-appraisal of strengths, goal-setting, perseverance, confidence, vigor, peak experiences, and high levels of personal physical performance.

- o Students experience physical education daily. Instructional time meets minimum time requirements, exclusive of recesses.

- o Instruction includes coeducational activities and reflects equity in all aspects of the program.

- o Teachers employ a variety of teaching styles which may include: command, practice, reciprocal tasks, self-check, inclusion, guided discovery, problem-solving, student-designed, student-initiated, and self-teaching styles.

- o Students have the opportunity to develop competence in discrete skills through modeling and guided practice before they are expected to apply the skills in complex situations.

- o Students' fitness potential is given ongoing support, and a high level of fitness and wellness is developed and maintained by:

  - Learning to measure and understand the significance of resting and exercise pulse rates
  - Demonstrating as well as self-assessing proficiency
  - Understanding the value of warm-up, conditioning, and cool-down activities for injury prevention
  - Identifying and understanding the fitness characteristics; e.g., flexibility, strength, and muscular, as well as, cardiorespiratory endurance, which are enhanced by designated exercises and activities

- o Students develop effective motor skills, understand the fundamentals of movement, and appreciate the aesthetics of creative movement by:

  - Creating patterns to rhythms using locomotor skills (running, hopping, skipping, etc.) and nonlocomotor or axial skills (twisting, swinging, bending, falling, etc.)
  - Demonstrating static and dynamic balance competencies
  - Coordinating body movements when utilizing diverse equipment, such as bean bags, jump ropes, rhythm sticks, parachutes, and hoops
  - Demonstrating an ability to modify effectively the speed, force, flow, and direction of body movements
  - Understanding factors related to stability or balance, such as base of support and center of gravity
  - Providing a personal interpretation of a dance performance

- o Academic instruction is integrated with other curricular areas and addresses:

  - Health and hygiene
  - Science
  - Nutrition
  - Safety
  - First aid
  - English as a second language
  - Prevention and treatment of injury

- o Students develop and maintain a positive self-image and exhibit appropriate social behaviors while participating in physical education by:

  - Appreciating their personal physical characteristics and capabilities
  - Appreciating the performance of others and supporting the efforts of their peers
  - Giving and receiving help
  - Initiating game modifications to enhance inclusion of less-skilled students
  - Displaying self-confidence when performing skills in front of peers
  - Demonstrating coping and problem-solving skills
  - Self-selecting a variety of partners and small groups while demonstrating sensitivity to the feelings of peers
  - Willingly sharing equipment and play space

- Students strive to achieve their highest personal level of physical performance and participation by:
  - Establishing realistic personal goals
  - Demonstrating perseverance, concentration, confidence, and cooperation
  - Expressing a sense of satisfaction and self-worth
  - Utilizing available school and community resources for participation in extracurricular physical activities, including recess, intramurals, and recreation
- Organization of activities and sufficiency of equipment allow extensive time-on-task.
- Students with limited proficiency in the use of English are provided primary language and sheltered English instruction to the extent necessary for normal progress, especially in the language-dependent aspects of the core physical education curriculum.
- All students are assessed at the beginning of the school year and regularly throughout the year. Teachers use the results of assessments to determine an appropriate program of instruction, modify curriculum, determine students' progress, and report results. Standards for student performance and grading procedures are written and communicated to all students and parents.
- Teachers employ community resources, such as:
  - Recreation departments
  - Community facilities
  - State and national parks
  - Public fitness/wellness campaigns and activities
  - Community leaders
  - Business and industry
  - Private media materials
  - Doctors and hospitals
- Physical education is included as part of an integrated staff development program.
- The school and district administration supports the physical education program by ensuring that sufficient trained staff, facilities, equipment, and materials are available to implement a high-quality program.
- The Handbook for Physical Education: Framework for Developing a Curriculum for California Public Schools, K-12, 1986, is available and used as a reference in program planning and development.

INSTRUCTIONAL PROGRAMS: SCHOOLWIDE EFFECTIVENESS

The schoolwide effectiveness criterion focuses on how conditions at the school combine to enable students to be successful learners. It deals with the school's curriculum, the implementation of the curriculum, the impact of the curriculum on the students, and instructional methodology.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

School and district policies and practices reflect an academic focus on student learning and achievement. Students participate in a broad-based curriculum which includes reading and literature, oral and written expression, mathematics, science, history-social science, visual and performing arts, and physical education and health. The goals and objectives of this written curriculum clearly define rigorous content consistent with professional and community standards. The curriculum emphasizes enabling students to apply what they learn.

The selection of instructional materials, the design of lessons and assignments, and the determination of the scope and focus of assessment are coordinated and aligned with the knowledge, skills, and values defined in the goals and objectives of the written curriculum. The sequence of instruction received by the student reflects a progressive shift in emphasis from basic-skills-centered instruction to content- and application-centered instruction. High expectations for what students learn reflect a schoolwide belief that all students can learn.

Student achievement, as determined by a variety of measures, reflects significant increase or is maintained at a high level. The assessment data evidence learning across the curriculum. The content of the assessment is aligned with the curriculum, and instructional practices and procedures are modified on the basis of that assessment. Students are learning content beyond factual knowledge of ideas, concepts, and issues, and complex thinking and communication skills such as analysis, interpretation, evaluation, problem solving, and application. Assessment data indicate that students with differing abilities and needs (e.g., students of high ability, disadvantaged, limited-English-proficient (LEP), or handicapped students) are achieving at their highest potential.

Students' interest in the subjects being learned is evident. There is a maximum use of time for instruction, free from interruption, and students are actively engaged in learning activities. Learning time is extended through regular homework, which is integral to the learning task and which challenges students to apply what they have learned. Instruction is teacher-directed, using a variety of teaching strategies and materials matched to both the content to be learned and the needs and strengths of students. Students' daily work is at a level of difficulty which both challenges them to learn and grow and provides experiences of success and competence in learning. Students' exposure to new concepts and skills is initiated through direct instruction from the teacher. There is timely teacher response to student work to verify comprehension, especially during early practice of new skills. Students are coached by the teacher as they practice and apply previously learned material. Teachers encourage and guide students to think and communicate about what they are learning.

EXEMPLARS

- o The academic program is the focus of the goals and objectives developed by the principal, staff, and parents at the school.
- o Students receive broad-based curriculum, including instruction in reading, writing, oral language, literature, mathematics, science, history, social science, visual and performing arts, physical education, and health. All students have access to this balanced curriculum.
- o Instruction and assessment in each subject area are coordinated and aligned with the goals and objectives of the written curriculum. Students' instruction in basic skills and content areas reflects the goals and objectives of the curriculum.
- o The goals and objectives of the curriculum are clearly defined and are evident in:
  - Lesson plans and classroom work
  - Selection of instructional materials
  - Student assignments
  - Assessment practices
- o Grade-level expectations are established and are put into practice for skills, knowledge, and values to be learned in each area of the curriculum. They reflect high standards and expectations. Grade-level expectations have also been set for homework, the required reading lists by subject area, and the quantity and quality of writing assignments in each subject area.
- o The curriculum exhibits rigorous academic content consistent with professional standards exemplified in California state frameworks, county courses of study, curriculum planning handbooks, publications of professional curriculum associations, and the

district course of study; and with community standards and expectations.

- o There is an emphasis on enabling students to use and apply what they learn, beyond rote drill and practice, as evidenced in:
  - Allocation of class time
  - Quality of in-class assignments and homework
  - Samples of student work
  - Standards of achievement
- o Assessment data in the major curriculum areas indicate that student achievement (including upper quartile, middle achieving, lower quartile, LEP, and disadvantaged students) is increasing or being maintained at a high level for:
  - Rote skills and facts
  - Ideas, concepts, and issues
  - Thinking and communication skills, such as formulating and solving problems, analyzing and interpreting information, drawing inferences, evaluating complex situations, thinking critically, expressing thoughts logically in written and oral form, or forming independent judgments
- o Assessment is aligned with curriculum and instruction and includes a variety of methods suited to what is being assessed:
  - Work samples, demonstrations, presentations
  - Teacher-made tests
  - Textbook chapter tests/questions
  - Criterion-referenced tests
  - Norm-referenced tests
- o Students learn practical study skills as a part of the regular instructional program. They include:
  - Note-taking
  - Reading for main ideas
  - Outlining
  - Following good study habits
- o The curriculum at each grade level is articulated with the next higher grade. Articulation between the regular and special program staffs is frequent and regular.
- o Classroom time is well managed for maximum concentration on teaching and learning activities. Teachers' interactions with students are frequent and related to the content of the curriculum. Students understand their assignments and have sufficient time to complete them; their progress is regularly monitored; and they receive timely feedback on their work.
- o Direct instruction by the teacher is evident at critical points in learning:
  - Presenting new concepts and skills
  - Modeling
  - Guiding early practice of new skills
  - Coaching extended applications
  - Encouraging and guiding students to think and communicate about what they learn
- o Assignments are challenging to students and yet within reach so that hard work brings success. Students are proud of what they accomplish, and their academic success is recognized by the principal, their teachers, and their peers.
- o A variety of teaching strategies and materials is used. In this way the content to be learned and the needs of the students are matched.
- o Teaching methods are geared to the intended level of learning, application, analysis, synthesis, and judgment of the material presented.
- o All students are expected to complete every homework assignment. Homework is reviewed and returned in a timely manner.
- o Instructional materials, approaches, and pacing are differentiated, as appropriate, for students with different needs and abilities.

SPECIAL NEEDS

The special needs criterion focuses on the extent to which the services provided for students with special needs enable them to be successful learners in the regular program. Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

The information gained through an assessment of the special needs services is added to what the reviewers have learned about the instruction of students as they participate in the regular program. Information about how students are learning and what students are learning in the specific curriculum areas is also included to form a complete picture of the effect of instruction on students with special needs.

The special services the students are receiving support their successful participation in the regular program and each student with special needs is expected to master to the extent of his or her ability the same curriculum provided all students. For the high ability or high achieving student, special services remove ceilings, raise the conceptual level, and extend the breadth and depth of the regular program. The curriculum, materials, and methods used in the regular classroom are appropriate to the special needs and activities of each student whether those needs result from a handicapping condition, a primary language other than English, or achievement levels significantly above or below those of the majority of students. Student work is rigorous and challenging for each student.

Students are experiencing success in learning the skills and concepts of the curriculum commensurate with their highest potential and are feeling positive about themselves as learners. Each adult working with the students is knowledgeable about their needs, capabilities, and learning progress, and expects them to be successful in school. The special services received by students with multiple needs have been prioritized so that the greatest needs are being addressed first. Ongoing communication and collaboration among the classroom teacher(s) and specialist staff members have resulted in an integrated program for each student, allowing him or her to experience a continuity of services. Special services supplement the quality of instruction students would have received from the regular program alone.

EXEMPLARS

o Students with special needs have equal access to the curriculum provided for all students.

- The total curriculum received by students with special needs is well balanced. It includes fine arts, science, and social studies, in addition to the basic skills of writing, reading, language, and math.
- As much as possible, special services are provided within the regular classroom setting.
- When students must be pulled out of class to receive special services, the pull-out sessions are scheduled for times that do not preclude the students' acquisition of the basic skills and knowledge of the curriculum.
- The use of the primary languages of the limited-English-proficient students allows them to continue learning the basic skills and knowledge of the curriculum at a normal pace while developing fluency in English.
- Students on individual education plans (IEPs) participate in the regular program to the full extent permitted by their handicap.

o The special services received by each special needs student support his or her participation in the regular program.

- Special services instruction is coordinated with regular instruction through use of textbooks and other instructional materials, as well as through articulation of the skills and concepts being learned.
- The curriculum materials and methods of instruction used in each setting are appropriate to the student's needs, abilities, and language proficiencies.
- Learning activities in each setting build upon and extend the student's current level of knowledge.
- Special services are provided with minimum disruption to the student's participation in the regular classroom.

o The lessons and assignments received by the students with special needs are as rigorous and challenging for their diagnosed level as those received by all students.

- The regular classroom teachers and the specialist teachers expect each student to achieve up to his or her highest potential.
- The lessons and assignments challenge each student to (1) develop the critical thinking skills of inquiring, analyzing, solving problems, and evaluating situations; and (2) exercise creativity.

o Student work shows that students are experiencing success in learning the skills and concepts of the curriculum, and it is evident that they feel successful as learners in each curricular area.

o The regular classroom teachers and those providing special services meet regularly to plan and replan each student's program of instruction.

- Both initial and ongoing assessment data are shared between the regular classroom teachers and the specialist staff.
- There are regular opportunities for regular and specialist teachers to meet and share information about the student's progress and to plan instructional and support services for him or her, such as through team teaching or a student study team approach.
- Regular classroom teachers and specialist staff members freely communicate with each other on an informal as well as a formal basis.
- Parents are kept fully informed of their child's progress.

LEARNING ENVIRONMENT

The learning environment criterion focuses on how effectively the school and classroom environment support and encourage each student's academic, personal, and social growth. In applying this criterion, consider (1) classroom environment; and (2) school environment.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

The learning environment of the school reflects an academic focus. The principal, staff members, parents, and students perceive school as a place to learn and hold high standards and expectations for student achievement and behavior. They view learning as the most important source of joy and personal significance offered to each child by the school. Staff members are task-oriented and work to maximize the time students are engaged in academically productive activity; classroom interruptions are held to a minimum. Students are motivated and exhibit initiative for learning; they are comfortable approaching their teachers to gain or clarify information. Teachers manage the learning environment so that all students have equal opportunities to learn.

Respect and support among and between students and staff members are evident throughout the school. Students and staff members are proud of and enjoy their school. Together they develop and maintain a safe and orderly environment for learning. Schoolwide rules are reasonable and known by all, and each staff member enforces the rules consistently and equitably.

Schoolwide procedures for recognition of and awards for student achievement and citizenship are designed so that each student has the opportunity to be recognized for good citizenship and for significant achievement.

Staff members routinely work together to identify and solve day-to-day problems of instruction, student discipline, student schedules, and so forth to achieve schoolwide goals and objectives. The morale of staff members is high and is maintained through established procedures for recognizing individual strengths and special contributions to the students and the school community.

Home-school communication is well established and ongoing. Parents are kept informed of their child's progress in school, and input from the parents is sought on a regular basis. Resources of the community are used to enhance the learning environment of the school.

EXEMPLARS

- o It is evident throughout the school that the primary business of the school is learning.
  - Students and staff show enthusiasm for learning and pride in the environmental conditions which encourage learning.
  - Students are punctual and eagerly settle into work at the beginning of each instructional period, working through each assignment.
  - Teachers are learning-oriented; they begin on time and maintain student involvement throughout the lesson.
  - Announcements do not interrupt instruction.
  - Classroom disruptions resulting from pulling students out for special services are minimal.
  - Teachers manage instruction so that each student receives an equal share of teaching time, attention, and learning material.
- o Standards and expectations for student achievement and behavior are widely known.
  - Students, parents, and staff members are all involved in setting standards for behavior.
  - Students and staff members alike believe that the school rules are reasonable and are consistently and equitably enforced.
  - Students are taught the school and classroom rules and are held accountable for maintaining them throughout the school year.
  - Students perceive school as a safe place to be and feel that their teachers, the principal, and other instructional and support staff support them as learners.
- o The cleanliness and appearance of the classrooms, halls, restrooms and school grounds and the enthusiasm of the students and staff members attest to the pride the students and staff members feel in their school.
- o Students and staff members receive recognition for good work.
  - Students are recognized for their citizenship and for academic achievements in assemblies, by classroom or grade level; through special recognition by the principal; through award notices sent to parents; and so forth.
  - Teachers and other instructional staff members receive recognition that acknowledges excellence in teaching, curricular knowledge, special abilities to work with other staff members and with students, and willingness to

contribute additional time to student activities.

- Staff members work cooperatively in developing and carrying out schoolwide policies. They respect each other as professionals and recognize one another's individual strengths.

- Parents are kept informed of the progress of their children on an ongoing basis, as well as school goals, school rules and student responsibilities, homework policies, and special activities of the school. This is done through newsletters, teacher and principal communiques, conferences, and so forth.

- Parents have regular opportunities to share their expectations regarding the school program, including participation at school site council and other council meetings.

- Resources of the community, such as parks, businesses, libraries and museums, community groups, and local governmental agencies, support the school and are used to enhance the learning environment of the school.

STAFF DEVELOPMENT

The staff development criterion focuses on how effective staff development activities have been in increasing the skills and knowledge needed by adults in the school to implement an effective instructional program.

In appling this criterion, consider the effect of staff development on the instructional program for all students, including average, limited-English-proficient, underachieving, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

Staff development activities are planned, carried out, and evaluated for the purpose of improving the job-related knowledge and skills of principals, teachers, instructional aides, classroom volunteers, and other student support personnel, including parents who regularly interact with students at all grade levels. By increasing awareness and refining skills and by changing attitudes and behaviors, these activities are enabling staff members to deliver curriculum and instruction which is rigorous, challenging, and responsive to student needs.

The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement. A careful assessment of participants' strengths, competencies, interests, and needs as they relate to the school's goals is used in determining content. Staff members understand the goals and objectives of the school's planned program, their individual responsibilities for implementing the program, and how what they do fits with what others do. Each adult learns whatever is necessary to carry out effectively his or her part of the program, and staff members utilize information and techniques acquired through staff development activities in their day-to-day instruction.

The staff development program includes effective teaching methods and techniques. Instructional strategies include modeling, coaching, and other follow-up support in the classroom and are directly related to staff needs. Adult interaction at the school sustains high interest in professional growth and improvement. There is an obvious commitment to continued participation in staff development activities. The staff development program is actively supported by the administration through participation and commitment of time and resources.

EXEMPLARS

- The content of the staff development program clearly reflects established school goals for curriculum, instruction, assessment, and student achievement.
  - The staff development program is school-based and addresses both individual and schoolwide goals.
  - An assessment of student progress in relation to the identified curriculum is used to determine any areas of instruction requiring either individual or whole-staff instruction and support.
  - An assessment of the participants' strenghs, competencies, interests, and needs is used to determine the content of the staff development program.
- The staff development program is designed to improve the job-related skills and knowledge of all personnel who work with students at the school.
- The staff development activities help staff members refine existing skills as well as learn new skills, develop attitudes and behaviors that are more effective in the classroom setting, and gain knowledge necessary for effective implementation of the curriculum.
- It is evident through classroom observation and from talking with staff members that they are using information and techniques which they learned through staff development activities.
- Staff members understand the goals and objectives of the planned program, their responsibilities in carrying out the program, and the interconnection of those responsibilities with the responsibilities of others in implementing the program.
- Those who conduct the staff development program use effective teaching practices, including:
  - Modeling
  - Guided practice
  - Coaching
  - Peer observation, support, and assistance
- Staff are directly involved in planning staff development activities and conducting an evaluation of them and are committed to continued participation.
- Staff development activities are systematically evaluated, and the evaluation results are used to design or redesign staff development activities.
- The administration actively supports the program through participation, allocation of time for staff development activities, and use of fiscal and personnel resources.

LEADERSHIP

The leadership criterion focuses on the extent to which schoolwide leadership is used to promote and support the instructional program for all students. Be sure to consider all avenues of leadership within the school setting, including those vested in the principal, assistant principal, program coordinators, resource teachers, grade level chairpersons, and teachers in a leadership role on committees and special assignments.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students, and students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

School leaders, who include the principal, assistant principal, program coordinators, resource teachers, grade level chairpersons, and teachers in a leadership role on committees and special assignments, are knowledgeable about the curriculum and instructional practices. Leadership supports and encourages staff members' efforts to improve instruction.

There is a strong academic orientation throughout the school program based on clear expectations for learning and behavior from school leaders. The local governing board, the superintendent, and the principal support this common purpose through policies, personnel practices, and allocation of resources. School leaders clarify and promote school goals and high expectations for achievement.

Teachers regularly receive timely and meaningful feedback based on classroom observation, student performance, and discussion. Staff differences in skill, styles, and personal values are considered in making assignments; these differences are considered in justly allocating human resources to students.

Leadership and responsibility are shared among staff members; adults model the leadership and cooperation they expect from students; staff members participate in many decisions; delegated leadership is respected.

School leaders promote and support improvements in the school program consistent with school and district goals. Time is allocated to a regular process of analyzing and evaluating data about student performance and motivation, staff performance and morale, and instructional program implementation. Based on discussion and understanding of what causes the results evident in these data, plans for improvement are made and implemented. There is broad-based participation in and commitment to this well-organized and well-managed improvement process. Curriculum and staff development resources are allocated in support of the planned improvements. Leadership encourages and supports the use of outside practitioners and experts in the curriculum areas being improved. District and state curriculum guides and materials and standards from curriculum and other professional associations are available and utilized in planning.

School leaders focus the motivation and talents of staff members on improving and sustaining excellence in the educational program of the school. Staff and student morale is high, as evidenced by good attendance and enthusiasm for school as a place to learn. School leaders work harmoniously with the community, and parents are active supporters of the school program.

EXEMPLARS

- o Goals, standards, and expectations have been stated by school and school district leaders for student achievement and behavior. These statements are central to planning and implementation at all levels and are well known throughout the school.
- o Staff members expect all students to achieve these standards, and all adults feel responsible for the achievement and behavior of all students.
- o The content of curriculum and the sequence and materials of instruction are coordinated throughout the grade levels in each curricular area.
- o Schoolwide procedures for placement and promotion of students are established and consistently used.
- o School leaders protect instruction from interruption by stressing discipline and supporting teachers in discipline matters, by keeping public places (halls, grounds) quiet, and by minimizing classroom interruptions from the intercom, bells, and/or visitors.
- o Criteria, procedures, and practices for personnel evaluation at all levels demonstrate the importance of learning as the focus of the school district.
- o Instructional supervisors give timely feedback and coaching to teachers based on classroom observations, student performance, and discussion. Observation with feedback includes but is not limited to:
  - Implementation of curricular goals and objectives
  - Maximum use of time for instruction
  - Interaction with students
  - Lessons' design and presentation

- Development of thinking and communication skills
- Opportunities to express creativity
- Relationship of the strengths and weaknesses of various teaching methods to the content and learning goal

o Adults model good leadership and cooperation.

o The school board, superintendent, and principal support the fair and consistent application of school rules and the recognition of positive learning behavior.

o Leaders organize, manage, and support an ongoing improvement process which has broad-based staff and parent commitment with participation. This process includes:

- Evaluation of student and staff performance
- Evaluation of the curriculum and its implementation
- Analysis of symptoms and determination of causes
- Plans for action
- Strategies for implementation

o Assistance and leadership from outside the district are utilized, including materials, training, guides, and standards, from:

- Curriculum associations
- Professional organizations
- Offices of county superintendents of schools and the State Department of Education
- Institutions of higher education
- Teacher education and computer centers, Special Education Regional Network, and other regional training centers

o Leaders allocate resources--material and human--into instruction and the improvement of instruction.

o Leaders participate in regularly scheduled professional development which emphasizes curriculum and instructional practices.

PLANNING, IMPLEMENTING, AND EVALUATING THE SCHOOL PROGRAM

The planning, implementation, and evaluation criterion focuses on how effective the planning, implementation, and evaluation procedures used by the staff and parents at the school have been in developing and delivering an effective program for each student. This process involves determining what in the program needs improving and how to make the necessary improvements. Judge the quality of the improvement process in terms of the effect of planning, implementation, and evaluation activities on the program.

Apply this criterion equally to all students, including average, limited-English-proficient, underachievers, and gifted and talented students, students receiving special education instruction and services, and those of ethnic groups underrepresented in colleges and universities.

As a result of collaborative planning among staff members, the principal, and parents, there is a common understanding of what students will learn in school, how they will learn it, and how they will be supported as learners. The roles and responsibilities that students, parents, instructional and support staff members, and the principal will play in the learning process are known. The goals and improvement activities of the program are clearly defined and shared by staff members and students throughout the school. The allocation of resources, including time, and the working relationships of everyone at the school are focused on achieving these goals. The school plan provides a focus for alignment of curriculum, instructional practices, and evaluation. The coordination of the instructional program across grade levels and the coordination between the regular program and special services for students with special needs are maintained through ongoing planning efforts of the teachers, specialist teachers, and the principal. Good communication, coordination, and mutual support are evident among all staff members, and they are committed to the implementation of their planned program.

Procedures used for ongoing planning and evaluation are known to all staff members and are routinely used. Modifications to the program are made in response to the observed effects of the curriculum and instructional activities on students. The support activities are directly linked to the instructional program and promote student learning.

EXEMPLARS

- o There is a collaborative planning process that involves staff members, the principal, and parents.
  - In School Improvement schools, the school site council serves as the locus for the planning process.
  - In schools serving students with special needs, parents of these students have a voice in the planning and evaluation of these services.
  - There are opportunities for all parents and all staff members to be involved actively in defining schoolwide goals and objectives as participants in the planning process at the school.
  - All parents and staff members have opportunities to evaluate the effectiveness of the planned program and the extent to which the goals and objectives are being attained.
  - Sufficient time is allocated to the planning process.
- o There is common understanding throughout the school of what the students will learn, how they will learn it, and how they will be supported as learners.
  - Teachers are in agreement about what students are to learn in each curricular area, and at each grade level.
  - The major instructional strategies that were agreed on during the planning process are being used.
  - Schoolwide policies and practices for homework, discipline, student placement and promotion, and so forth that were agreed on during the planning process are being implemented.
- o Each staff member understands the overall intent of the planned program, what his or her individual role and responsibilities are, and how those responsibilities relate to what others are doing or will do.
- o All staff members, including those providing services to students with special needs, communicate with one another regularly and work together for program coordination and for mutual support. There is a high level of staff commitment to carrying out the program as planned.
- o The procedures (formal and informal) used for planning, ongoing planning, and evaluation are widely known throughout the school. Staff members know:
  - Who is responsible for what
  - What kinds of evaluation data are routinely collected
  - How those data are analyzed, by whom, and how they are used in planning programmatic changes
  - How to use the ongoing planning process to institute programmatic changes

CHAPTER III
THE PROGRAM QUALITY REVIEW PROCESS

Not Pictured:
Pre-meeting between Principal and Lead Reviewer.

School reviews program using the Quality Criteria and reaches conclusions about program effectiveness.

REVIEW PREPARATION MEETING

KNOWLEDGE of:
Quality Criteria, school plan, school data summary, curriculum

About Our Program:
How it's working, for whom, where we're going (Self-Study)

The TEAM

LEADERSHIP TEAM

REVIEW OF SCHOOL PROGRAM

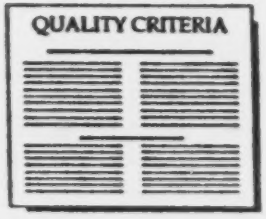
FIND OUT BY:

- Observing what's happening
- Talking to school community
- Reviewing records and documents
- Talking to Leadership Team
- Shadowing students
- Reviewing Self-Study

What comprises the program and how it is affecting the students and adults.

COMPARE WITH:

QUALITY CRITERIA

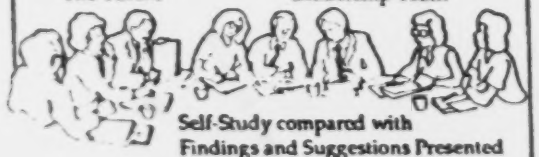


Team PREPARES:

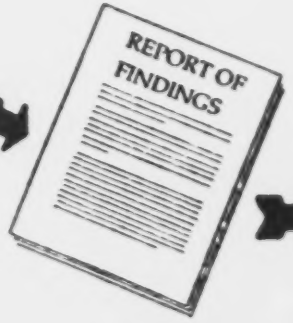
- Summary of Findings
- Recognitions of Program Strengths
- Suggestions for increasing school effectiveness

DEVELOPMENT OF REPORT OF FINDINGS:

The TEAM Leadership Team



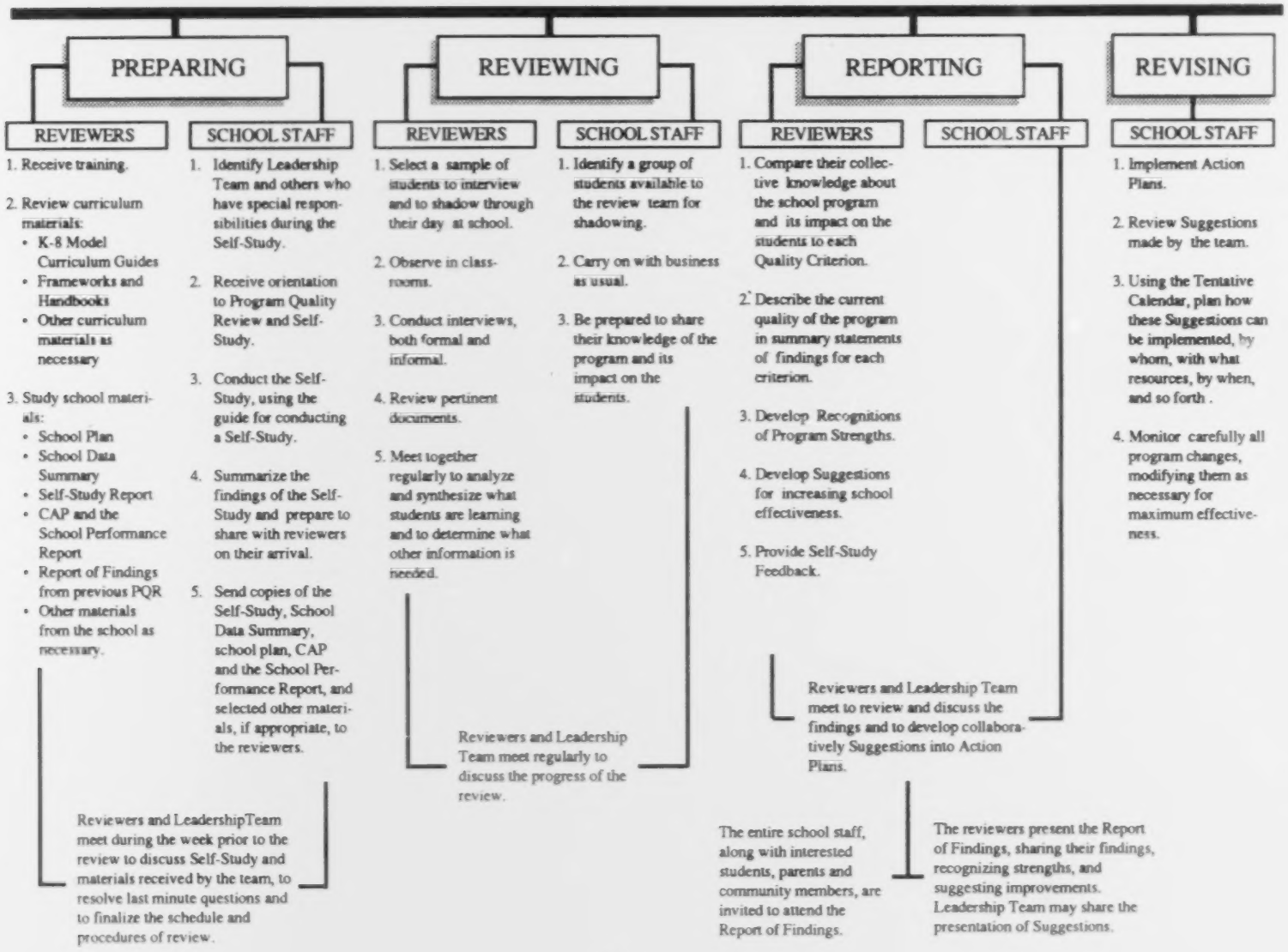
Self-Study compared with Findings and Suggestions Presented by the Team. Selected Suggestions developed into Action Plans.

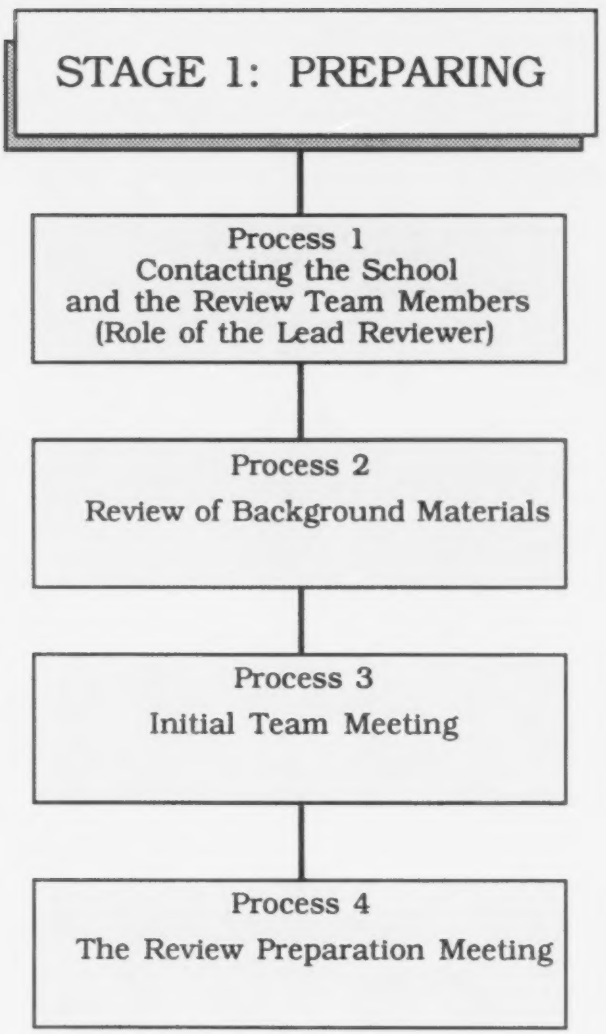


REPORT OF FINDINGS TO SCHOOL COMMUNITY

Report on quality of program compared to the Quality Criteria and Suggestions for improving impact of the program on all students.

FOUR STAGES OF PROGRAM QUALITY REVIEW PROCESS FOR ELEMENTARY SCHOOLS


PREPARING
REVIEWERS
1. Receive training.
2. Review curriculum materials:
• K-8 Model Curriculum Guides
• Frameworks and Handbooks
• Other curriculum materials as necessary
3. Study school materials:
• School Plan
• School Data Summary
• Self-Study Report
• CAP and the School Performance Report
• Report of Findings from previous PQR
• Other materials from the school as necessary.
SCHOOL STAFF
1. Identify Leadership Team and others who have special responsibilities during the Self-Study.
2. Receive orientation to Program Quality Review and Self-Study.
3. Conduct the Self-Study, using the guide for conducting a Self-Study.
4. Summarize the findings of the Self-Study and prepare to share with reviewers on their arrival.
5. Send copies of the Self-Study, School Data Summary, school plan, CAP and the School Performance Report, and selected other materials, if appropriate, to the reviewers.
Reviewers and LeadershipTeam meet during the week prior to the review to discuss Self-Study and materials received by the team, to resolve last minute questions and to finalize the schedule and procedures of review.
REVIEWING
REVIEWERS
1. Select a sample of students to interview and to shadow through their day at school.
2. Observe in classrooms.
3. Conduct interviews, both formal and informal.
4. Review pertinent documents.
5. Meet together regularly to analyze and synthesize what students are learning and to determine what other information is needed.
SCHOOL STAFF
1. Identify a group of students available to the review team for shadowing.
2. Carry on with business as usual.
3. Be prepared to share their knowledge of the program and its impact on the students.
Reviewers and Leadership Team meet regularly to discuss the progress of the review.
REPORTING
REVIEWERS
1. Compare their collective knowledge about the school program and its impact on the students to each Quality Criterion.
2. Describe the current quality of the program in summary statements of findings for each criterion.
3. Develop Recognitions of Program Strengths.
4. Develop Suggestions for increasing school effectiveness.
5. Provide Self-Study Feedback.
SCHOOL STAFF
Reviewers and Leadership Team meet to review and discuss the findings and to develop collaboratively Suggestions into Action Plans.
The entire school staff, along with interested students, parents and community members, are invited to attend the Report of Findings.
The reviewers present the Report of Findings, sharing their findings, recognizing strengths, and suggesting improvements. Leadership Team may share the presentation of Suggestions.
REVISING
SCHOOL STAFF
1. Implement Action Plans.
2. Review Suggestions made by the team.
3. Using the Tentative Calendar, plan how these Suggestions can be implemented, by whom, with what resources, by when, and so forth .
4. Monitor carefully all program changes, modifying them as necessary for maximum effectiveness.


STAGE 1: PREPARING
Process 1
Contacting the School
and the Review Team Members
(Role of the Lead Reviewer)
Process 2
Review of Background Materials
Process 3
Initial Team Meeting
Process 4
The Review Preparation Meeting

STAGE 1

PREPARING

REVIEWERS

1. Receive training.

2. Review curriculum material
   - K-8 Model Curriculum Guides
   - Frameworks and Handbooks
   - Other curriculum materials as necessary

3. Study school materials:
   - School Plan
   - School Data Summary
   - Self-Study Report
   - CAP and the School Performance Report
   - Report of Findings from previous PQR
   - Other materials from the school as necessary

SCHOOL STAFF

1. Identify Leadership Team and others who have special responsibilities during the Self-Study.

2. Receive orientation to Program Quality Review and Self-Study .

3. Conduct the Self-Study, using the guide for conducting a Self-Study.

4. Summarize the findings of the Self-Study and prepare to share with reviewers on their arrival.

5. Send copies of the Self-Study, School Data Summary, school plan, and selected other materials, if appropriate, to the reviewers.

Reviewers and Leadership Team meet during the week prior to the review to discuss Self-Study and materials received by team, to resolve last minute questions and to finalize the schedule and procedures of review.

STAGE 1: PREPARING

PROCESS 1: CONTACTING THE SCHOOL AND THE REVIEW TEAM MEMBERS

(Duties of the Lead Reviewer)

NOTE TO THE LEAD: **The following information might best be shared during two or three phone calls beginning at least a month before the review.**

STEP 1: Share the following information with the principal:

- o Confirmation of dates of the review
- o Name, background/experience, and phone numbers of all team members
- o The purpose of the Program Quality Review process is to:
  - determine the effect of the curriculum and instructional program on student populations: average, bilingual, compensatory education, GATE, and special education.
  - have review team members compare the program to the Quality Criteria, identify matches and gaps, and make suggestions about "next best steps" for program improvement; e.g., Suggestions and Action Plans.
  - focus on three in-depth areas that the school has selected.
- o The purpose of the Self-Study is to:
  - provide the school an opportunity to analyze its program, identify what is working well, and determine what is not.
  - provide review team members with comprehensive data (both quantitative and qualitative) about the school, staff, parents, curriculum and instruction, and student outcomes.
- o The review process includes:
  - collaboration and on-going communication between the review team and the Leadership Team during the review.

- the development of Suggestions and Recognitions of Program Strengths by the review team.

- collaboration between the review team and Leadership Team for developing Action Plans.

STEP 2: Request from the principal that the following information be sent to each team member:

- o Self-Study Report
- o The School Performance Report and/or the Accountability Report Card
- o The Report of Findings from the previous Program Quality Review
- o The name and position of the individual who will represent the district's curriculum and instruction office during the review
- o The school plan, including the budget
- o Teacher's names, room numbers, and class schedules
- o Directions to the school
- o Any other pertinent information

STEP 3: Agree with the principal on the following:

- o Number of days and people involved in the review (refer to "Guidelines for Determining Number of Days and People for Program Review")
- o The scope of the review (refer to "Guidelines for Determining the Scope of the Review")
- o The agenda for the Review Preparation Meeting with the team, the principal, and the Leadership Team (refer to section on "Review Preparation Meeting")
- o Program Quality Review Schedule (refer to "Sample Three-Day Program Quality Review Schedule")

  - Schedule group interviews before or after school whenever possible and appropriate. Be certain that interviews with all groups are scheduled.

STEP 4: Request that the principal have the following items available for the Review Preparation meeting:

- o Daily schedule of each classroom reflecting what is being taught when and by whom
- o School map, including room numbers, staff names, and location of special programs such as bilingual classes, special education, labs, etc.
- o Location of rooms that the team will use for work, interviews, and conferences as well as the use of a computer and/or typewriter and clerical help
- o List of staff, including those funded by special programs
- o Case-Study student information
- o List of categorical program students by funding source
- o Appropriate documentation, e.g. budget, School Site Council meeting minutes/agendas, newsletters, staff development surveys, calendar, etc.

  CAUTION: Make it clear that only written material which directly supports the program--not paperwork for the sake of paperwork--is required.

- o District and site curriculum guides, goals and objectives, etc.

STEP 5: Close the conversation with:

- o A request that all staff become familiar with the Quality Criteria and the Program Quality Review process prior to the review
- o Your phone number so that the principal may contact you with any questions
- o Any questions from the principal

SAMPLE THREE-DAY PROGRAM REVIEW SCHEDULE

Day 1

7:45 - 8:00	Meeting with principal (last minute details)
8:00 - 8:15	Informal meeting with staff
8:15 - 8:30	Team meeting (last minute details, review assignments)
8:30 - 9:00	Interview with Case-Study students
9:00 - 11:45	Classroom visits
11:45 - 12:30	Lunch
12:30 - 2:15	Classroom visits
2:15 - 3:00	School Site Council interview*
3:00 - 3:45	Teacher interview
3:45 - 4:30	Meeting with Leadership Team, principal, and district staff (mainstream curriculum and special projects)
4:30 ------>	Team meeting and work session

Day 2

7:30 - 8:15	School support staff meeting
8:15 - 8:30	Meeting with principal
8:30 - 11:00	Classroom visits
11:00 - 11:30	Aide interview (Parent/community volunteers, if any)
11:30 - 12:00	Meeting with parents and community members*
12:00 - 12:30	Lunch (meet with principal)
12:30 - 3:00	Classroom visits
3:00 - 4:00	Team meeting
4:00 - 4:30	Meeting with principal and Leadership Team
4:30 ------>	Team meeting to develop draft Summaries of Findings, Recognitions of Program Strengths, and Suggestions

Day 3

7:30 - 9:30	Team meeting to finalize the Summaries of Findings, Recognitions of Program Strengths, Suggestions, and other elements in the Report of Findings. Team also debriefs with the Case-Study students.
9:30 - 2:30	Sharing of the Report of Findings with principal and Leadership Team, making revisions of Report of Findings as necessary, and collaborative development of Action Plans; working lunch
2:30 - 3:00	Team meeting
3:00 - 4:30	Oral presentation of Report of Findings by review team and Leadership Team
4:30 - 5:00	Completion of documents

*To encourage greater participation, consider conducting the School Site Council and other advisory group interviews in the evening. Also if feasible, consider combining these groups into one interview.

STEP 6: Contact team members

When calling team members:

- o Share information about your background/experience
- o Ask about their curricular and program strengths as well as computer skills (for the Report of Findings)

Confirm:

- o Name and location of school to be reviewed
- o Dates of review
- o Time and place of first team meeting
- o Time and place of Review Preparation Meeting with principal and the Leadership Team
- o Time commitment each evening during the review

Discuss:

- o What information is being sent, i.e., Self-Study Report, School Performance Report, previous Report of Findings, curricular materials, school plan, etc.
- o Information gained from initial phone call to principal:
  - areas selected for in-depth review
  - schedule
- o Plans for the Review Preparation Meeting with the principal and the Leadership Team:
  - review of Self-Study Report, School Performance Report, previous Report of Findings, school plan, and the Quality Criteria
  - preparation of questions for principal and the Leadership Team
- o Any questions

PROCESS 2: REVIEW OF BACKGROUND INFORMATION

(Role of the Review Team)

STEP 1: Review relevant documents

- o Advance preparation for the PQR requires review of the:
  - Self-Study Report
  - Report of Findings from the previous review
  - School Performance Report
  - school plan and budget
- o As you read these materials, you should begin to establish focus areas for the review, including:
  - types of special services provided for students and how they are coordinated with the regular instructional program
  - specific questions to be asked in interviews, documents to be reviewed, and observations to be made
  - information about the curricular and schoolwide areas to be reviewed
  - student outcomes for all student populations
  - special funds received by the school and how those funds are budgeted
  - staff development and parent involvement activities, and
  - ongoing planning, implementation, and evaluation activities

STEP 2: Review the state curricular materials

- o The major curricular materials to be reviewed include:
  - the Quality Criteria
  - the pertinent state frameworks, handbooks, and K-8 model curriculum guides
- o In preparation for a review, however, the major focus will be on the three curricular areas or two curricular areas and one schoolwide area selected for in-depth review.
- o How the curricular materials are used:
  - The Quality Criteria provide the high-quality standard against which each

curricular and schoolwide area of the school's program is compared.

- The frameworks, handbooks, and K-8 model curriculum guides provide more detailed information on what is included in the curricular criteria.

o The review team should begin to compare the school's program, as described in the school plan and Self-Study with the Quality Criteria.

STEP 3: Review the Self-Study

o The Self-Study should include the School Data Summary and address:

- outcomes for each student population
- other patterns and trends of student achievement and attendance
- other qualitative and quantitative program indicators that help reviewers understand the impact of the program

PROCESS 3: INITIAL TEAM MEETING

STEP 1: Prior to the Review Preparation Meeting, the review team should meet to:

o Discuss the Self-Study, School Performance Report, previous Report of Findings, and the school plan

o Discuss the relationship of the state curriculum materials to the school's curriculum

o Identify any curricular or schoolwide issues to be discussed with the principal and Leadership Team in the Review Preparation Meeting

o Discuss specific information gathering strategies to be used during the review

o Review the schedule

o Plan the agenda for the Review Preparation Meeting and determine specific assignments of team members for this meeting

o Determine specific assignments for team members during the review

PROCESS 4: THE REVIEW PREPARATION MEETING

STEP 1: Set up the meeting:

NOTE: **This meeting is usually held the night before the first day of the review but can take place anytime prior to the review that is convenient for all participants.**

- o Purpose of the meeting is to establish a common understanding of what to expect during the review.
- o Agenda is set by the principal and the lead reviewer.
- o Lead reviewer chairs the meeting.

STEP 2: Develop the agenda:

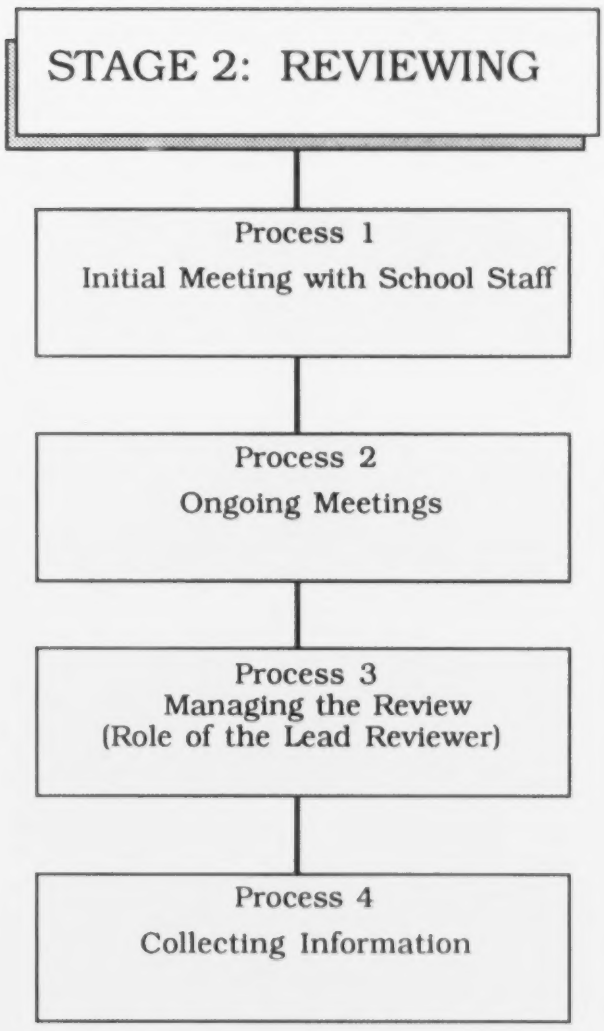
- o Background of Program Quality Review: The lead reviewer briefs the principal and Leadership Team on the history, goals, and overall purpose of program review. The basic review methodology and the roles of the team members are explained.
- o School Background: The principal briefs the team on the historical and social context of the school. Recent events which have had a significant impact on school life are described.
- o Program Discussion: This is the most substantial item on the agenda and usually requires the most time. It should focus on:
  - Reviewing the district and site level curriculum
  - Discussing reform areas of emphasis for the district and the school
  - Discussing major changes in school demographics, staffing, leadership, policies, curriculum, funding, etc. in recent years
  - Discussing major problems or areas of concern identified by the staff and by the review team
  - Discussing in-depth focus areas
- o Self-Study: Procedures and results of the school's Self-Study are presented and discussed.
- o Previous Report of Findings: Determine to what extent the school has implemented the Suggestions and Action Plans contained in the report and circumstances surrounding implementation, i.e., successes and obstacles.

- School Plan: Determine how agreements about curriculum, instructional methodologies, goals, and other issues were developed and are expected to be implemented.

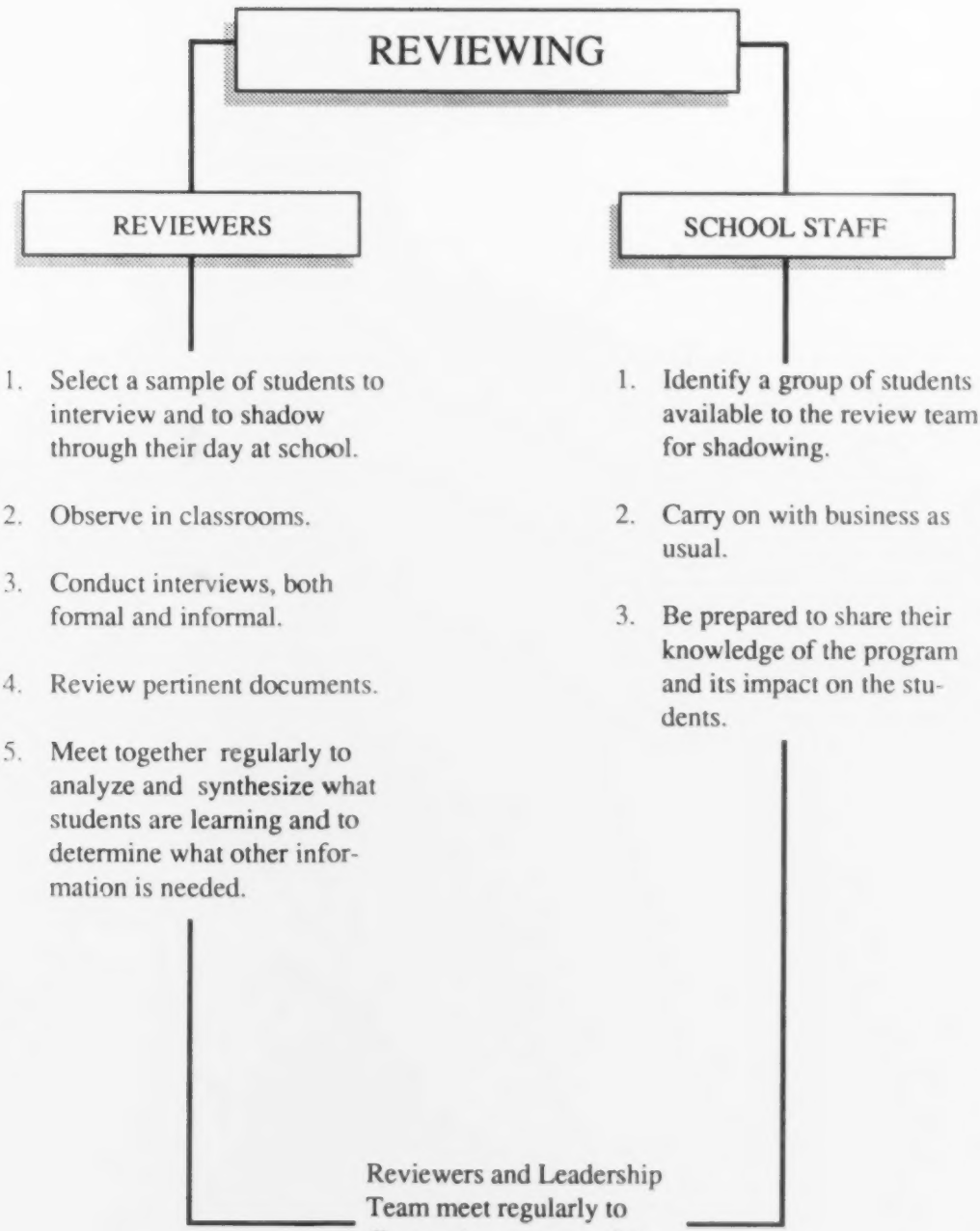
- Schedule and Logistics: Final scheduling of review events and logistics, including work space, computer or typewriter and clerical support when possible, are worked out.

NOTE: **If the local point of view in a curriculum or schoolwide area conflicts with the Quality Criteria, this conflict should be discussed.**

Because the criteria were developed in acccordance with major state and national curriculum organizations, representatives of local districts, and eminent scholars, such conflicts should be rare. From this discussion should come a shared understanding of how differing points of view regarding curriculum will be managed during the review.


STAGE 2: REVIEWING
Process 1
Initial Meeting with School Staff
Process 2
Ongoing Meetings
Process 3
Managing the Review
(Role of the Lead Reviewer)
Process 4
Collecting Information

STAGE 2


REVIEWING
REVIEWERS
SCHOOL STAFF
1. Select a sample of students to interview and to shadow through their day at school.
2. Observe in classrooms.
3. Conduct interviews, both formal and informal.
4. Review pertinent documents.
5. Meet together regularly to analyze and synthesize what students are learning and to determine what other information is needed.
1. Identify a group of students available to the review team for shadowing.
2. Carry on with business as usual.
3. Be prepared to share their knowledge of the program and its impact on the students.
Reviewers and Leadership Team meet regularly to discuss the progress of the review.

STAGE 2: REVIEWING

PROCESS 1: INITIAL MEETING WITH SCHOOL STAFF MEMBERS

STEP 1: Introduce the review process and team to staff:

- o The purpose of this meeting is to give the entire school staff an opportunity to meet the team and to hear how and why the review is to be conducted.
- o The meeting is normally held the morning of the first day of the review.

STEP 2: Use the following agenda:

- o Introduction of team members
- o Statement of the purpose of the review
  - To assist schools in improving/renewing programs for students by providing an outside perspective on the effectiveness of their program
  - To compare the school's program with the Quality Criteria which are high quality statements of what an effective school program should be
- o Explanation of how the review will be conducted, emphasizing the collaborative aspects of the review:
  - That the team will meet regularly with the principal and Leadership Team to discuss the school program, to develop review strategies, and clarify findings.
  - Selected Suggestions will be collaboratively developed into Action Plans by the review team and the Leadership Team.
- o Explanation of the focus of the review:
  - While there will be some analysis and feedback on all areas, the focus of the review will be on the three curricular or two curricular and one schoolwide area the school selected for in-depth review.
- o Explanation of how the review team will collect information:
  - Observation: Focus on all classrooms and other instructional settings

in the areas being reviewed. Share the fact that the team will look at students' work and talk to the students about their work. Team members may also be taking notes during their observations. During observations, they will want to talk briefly, whenever possible, with the teacher about what they are observing.

- Interviews: There are two kinds of interviews (formal and informal) involving staff, students, and parents.

- Review of documents/records: Documents are reviewed to gain a better understanding of the program, including achievement data by student population.

o Description of the written Report of Findings:

- It includes a Summary of Findings for each Quality Criterion, Recognitions of Program Strengths, Suggestions, and collaboratively-developed Action Plans.

- The Report of Findings also includes Feedback on the Self-Study and an Analysis of the Implementation of the Suggestions and Action Plans from the previous review.

NOTE: **All staff members, parents, and community members are urged to attend the presentation of the oral Report of Findings held on the final day of the review.**

PROCESS 2: ONGOING MEETINGS

(See the sample schedule on page Stage 1.4.)

STEP 1: Conduct team meetings

The team should build into each day opportunities to share, analyze, and synthesize information as well as to compare and cross-check their perceptions. Recommended times, in addition to the team meeting at the end of each day, are:

o Midway through classroom observations on the first day

o Just prior to each meeting with the principal and Leadership Team

o Impromptu meetings called by the team leader to address any important issues or problems as they arise

o Prior to formal interviews

STEP 2: Schedule meetings with the principal and the Leadership Team

During the review, several occasions should be set aside for informal and/or formal discussions with the principal and the Leadership Team. These meetings serve to keep everyone abreast of:

- o How the review is proceeding
- o Areas in which information is incomplete or missing
- o Scheduling problems
- o Feedback on what has been learned about the program so far and clarifications of any misunderstandings
- o Feedback to the team on the reactions of the staff and students to them and the process

STEP 3: Hold meetings at the end of each day

During this time the team will:

- o Share and compare findings.
- o Reach tentative agreement on findings.
- o Begin to identify areas for Suggestions and Recognitions of Program Strengths.
- o Identify areas that need further study and assignments for who will follow up.

PROCESS 3: MANAGING THE REVIEW
(Role of the Lead Reviewer)

STEP 1: Assign Reviewers to Specific Criteria and Activities

- o Assign members to curricular and schoolwide areas and other tasks according to their expertise.

- o Decide when team members should stay together:

  - First couple of classrooms
  - Group interviews
  - Communicating with the principal and Leadership Team

STEP 2: Pace the Review

- o Touch base often with the team--is information collected by each member compatible or conflicting?

- o Ensure that all tasks are being accomplished.
- o Focus on "need to know" activities rather than "nice to know" events.
- o Maintain and sharpen review focus with team members, Leadership Team, and school personnel frequently.
- o Stop when you have enough information and move on.

STEP 3: Balance Interviews with Observation

- o Note that some reviewers may be more comfortable observing, interviewing, or reviewing records. It is the lead reviewer's responsibility to have the team use the three methods appropriately and in balance.
- o Validate observations and interviews by comparing notes.

STEP 4: Manage Any Conflict

- o Within the team:
  - Counsel team members who may be having difficulty working together or with the school.
  - Minimize conflict by distinguishing between facts and interpretations. If there is disagreement, (1) try to reach a legitimate compromise; (2) refer to the Quality Criteria; (3) seek more information; or (4) settle the matter with a ruling from the team leader. Remember, your job is to get to the heart of the matter or issues, resolve them, and move on.
  - Reach agreement about the degree of the match of the program to the criteria, areas of program strength, Suggestions, and Action Plans.
- o The collaborative process should make conflict improbable between the school and the team. Remember:
  - The importance of maintaining an open dialogue between principal, staff, and the team members
  - The importance of early intervention/resolution in case of misunderstandings
  - The politics of the school and the district
  - To be diplomatic and supportive but also truthful and honest in sharing what the team has learned

STEP 5: Develop Consistent Team Behavior

- o Abide by the concept of confidentiality whenever required.
- o Focus on assessing program and not staff.
- o Agree early on with team members to follow the same techniques and approaches for observing, interviewing, and reviewing records.
- o Guard against false positive or false negative findings and/or remarks on the part of team members.
- o Ensure that team members do not share with the school what they do in their home district, unless asked.

STEP 6: Identify Gaps in What Is Known About the Program

- o Determine what is known, what needs to be verified, and who will do it. The team will realize that gaps in information and a need for verification exist when there is insufficient information to make a decision or when there is conflicting information.

STEP 7: Facilitate the Development of the Report of Findings:

- o Ensure that each team member understands the scope and format of each component in the Report of Findings before he or she starts on individual writing assignments. Write a Summary of Findings, Recognition of Program Strengths, and Suggestion as a group if necessary to provide a model.
- o Clarify that the lead or designee will edit and that controversial points will be settled by consensus as much as possible.
- o Arrange with the school for computer and/or clerical assistance if possible to facilitate the drafting of the report.

GUIDELINES FOR DETERMINING THE SCOPE OF THE REVIEW

ECIA, Chapter 1 or EIA/SCE Schools or Both

In schools receiving Chapter 1 or EIA/SCE funds or both and that are not School Improvement Program schools, the program reviewed is the total program received by participating students. The total program includes both the regular school program and the special services provided through Chapter 1 or EIA/SCE funding. All criteria, both schoolwide and curricular, are to be applied during the Self-Study and the PQR from the point of view of the program participants. In addition three curricular criteria or two curricular criteria and one schoolwide criterion are selected by the school for an in-depth review. At least one of the curricular areas chosen must receive funding.

School Improvement Program Schools

In School Improvement Program schools, the program reviewed is the program received by all students at the school. If the school is partially funded (e.g., kindergarten through grade three), the program received by all students in the funded grade levels will be reviewed. The unfunded grade levels are reviewed only for articulation and continuity of the program. All criteria, both schoolwide and curricular, are applied. In addition, three curricular criteria or two curricular criteria and one schoolwide criterion are selected by the school for an in-depth review during the Self-Study and the PQR.

Schools With Special Education Classes

When schools being reviewed have one or more special day classes for severely handicapped students in addition to their regular classes, the special day classes are not part of the review unless (1) the school and/or district requests that they be reviewed; and (2) the Review Team includes a reviewer skilled in providing services of the kind provided in the special day classes. However, students with IEPs in the regular classrooms who are receiving Designated Instruction and Services or who participate in the Resource Specialist Program are included in the review.

GUIDELINES FOR DETERMINING NUMBER OF DAYS AND PEOPLE FOR PROGRAM REVIEWS

ELEMENTARY

Classrooms	Number of Days	Number of People
1--4	2	2
5--11	3	2--3
12--20	3	3
21--29	3--4	3
30--39	4	3--4
40 or more	4	4

Lead reviewer: Experience has proven the above schedule to be a reliable guide for determining the number of days and people needed to conduct school reviews. After contacting the principal, unique circumstances may arise that will necessitate the addition of another team member or day to facilitate the review process.

PROCESS 4: COLLECTING INFORMATION

Overview

- The three methods the Review Team uses to collect information about the school program and its impact on students are:
  - observation,
  - interviews, and
  - review of relevant documents.
- Information collected should be:
  - compared to the Quality Criteria and
  - verified by at least two sources, e.g., evidence collected during an interview is verified by a review of relevant documentation or during an observation.
- The review team also shadows Case-Study students so they are able to view the school's program from a student's perspective.

Case-Study Students

A. Introduction

- In order to get a balanced perspective of the school, reviewers are asked to look at the program through the eyes of students. Prior to the school visit, the principal and the Leadership Team will identify a pool of potential Case-Study students who are representative of the student body as a whole.

B. Selecting Case-Study Students:

- Segments of the student population that should be represented in the pool of Case-Study students are:
  - Students from each grade level
  - Students who have recently transferred into the school
  - Gifted and talented students
  - Underachieving students
  - Limited-English-proficient students (LEP)
  - Students receiving Special Education services
  - Students identified as being "at-risk" or potential dropouts
  - Representatives of the socioeconomic, racial, and cultural makeup of the school population
  - Average students

- In schools where students took part in the Self-Study, the pool of Case-Study students should include a balance of students who were and were not actively involved in the Self-Study process.

- In schools receiving only compensatory education funds (ECIA Chapter 1 and/or State Compensatory Education), the majority of the students selected should be those receiving compensatory education services. At least one quarter of the Case-Study students, however, should be non-compensatory education students.

- Typically, each review team member will shadow three to five Case-Study students.

C. Shadowing Case-Study Students

- The shadowing of Case-Study students includes:

  - a 15-20 minute interview held on the morning of the first day of the review
  - shadowing the Case-Study students throughout the review
  - a brief interview held the last day of the review

- The pre-shadowing interview:

  - Each Case-Study student should bring:

    - a copy of his or her schedule
    - a brief profile or survey (to be developed by the school) which includes information about the student's
      - extra-curricular activities
      - favorite activities, hobbies, and interests
      - samples of their work and/or grades
      - names of his or her teachers, and
      - other information the Leadership Team or student believe would be helpful to the review team

  - Team members and Case-Study students should introduce themselves.

  - Team members should make the students feel comfortable and relaxed by smiling and greeting them in a positive manner.

  - Questions to be asked of Case-Study students might include:

    - "What do you like or not like about your school?"
    - "What subject do you like the most? the least?"
    - "Do you know the school rules? Do you think they are

fair?"

- o "What happens if someone does not follow the rules?"
- o "Do you feel comfortable at this school? Why/Why not?"
- o "How would you describe your school?" "What is it like to be a student here?"
- o "Do you find the work challenging?"
- o "Whom do you go to if you have a problem?"
- o "How do your parents feel about your school?"
- o "How often do you have homework?"
- o "What kind of homework do you have?"
- o "How are you doing this year? Why?"

- o <u>During the review</u>, each team member will shadow his or her students through at least three core curriculum lessons.

- o <u>The post-shadowing interview</u> is basically a debriefing.

  - Questions asked of the students might include:

    - o "Is there anything you want to tell us that you haven't already told us?"
    - o "During (language arts) I noticed you were... Can you tell me more...?"
    - o "During the Review, were the lessons typical of everyday?"

  - Thank the students for their participation.

Method I - Observation

A. <u>Introduction</u>

- o Besides being an important way of comparing the program with the criteria, observations provide insight into what questions might need to be asked during formal and informal interviews. Observations generally take a majority of the reviewers' time while they are at the school.

- o Observation is an active process.

  - Team members continually compare what is seen with the Quality Criteria.
  - In order to refresh their memory and help structure their observations, team members should quickly review any pertinent Quality Criteria before they enter a classroom.
  - All classrooms should be visited.
  - Other settings to observe include:

- o the library
- o the cafeteria
- o the school office
- o specialists' rooms
- o staff room
- o playground, restrooms
- o etc.

- All subject areas should be observed
- Classroom visits are determined by subject area and other considerations, such as:

  - o special needs students
  - o school climate
  - o instructional practices

B. How to Organize the Observations

- o The Lead Reviewer assigns each team member specific curricular and schoolwide areas from the Quality Criteria.

- o The Lead Reviewer develops and shares with the review team a structure for managing information during the review, including:
  - which classes will be observed
  - staff observations (to assure that all staff are visited by a team member)
  - subject areas to be observed
  - the need for follow-up observations
  - how to take notes

C. What to Observe in Instructional Settings

- o The following four elements can serve as a guide for structuring observations, collecting information, and comparing it to the Quality Criteria:

  - Students

    - o What are students doing? Are they working:
      - individually?
      - in pairs?
      - in groups?
      - as a whole class?
      - with a teacher, an aide, a parent or volunteer?

    - o To what degree are students active or passive?

    - o How are they relating to:
      - the teacher?

- the material?
- each other?
- the activity?

o How are students with special needs participating?

o Are all students learning? What evidence is there to support this?

- Curriculum

o What is the curriculum? Is it clearly defined?
o Is it the same for all students?
o Does the curriculum match the Quality Criteria?
o Does it align with district goals?
o What types of assignments do students receive?
o Are there multiple modes of access?
o Is there a range of activities offered from acquisition of knowledge to higher level thinking and learning skills?
o Is there evidence of curriculum integration?

- Teachers

o What is the teacher doing?
  - managing individual students, a group, or the entire class?
  - controlling?
  - questioning?
  - explaining?
  - evaluating?
  - participating?
  - doing paper work?

o What types of questions are being asked by the teacher lower or higher level, open-ended, personalized, or thos which require a "correct" answer?

o Does the teacher give all students an equal opportunity to respond?

o How does the teacher interact with the students?

o Are the activities teacher-centered or student-centered?

- Products

  o What evidence is there of student work?
    - on bulletin boards or school displays?
    - in student portfolios?
    - projects?
    - grades, test scores?

KEEP IN MIND

- o ***When entering the classroom, smile and, if possible, greet the teacher. Say "good bye" if possible when you leave.***
- o ***Structure your observation using the Quality Criteria as guides.***
- o ***Take notes in the classroom(s) as you observe if you feel it would not be intimidating; otherwise take notes immediately after leaving.***
- o ***Be as unobtrusive as possible.***
- o ***Be aware of your own biases that can influence observation; remain faithful to the criteria for which you are observing.***

D. What to Observe in Other Settings (e.g., library, cafeteria, school office, specialist's room, staff room, playground, etc.)

o Team members should continually refer to the schoolwide Quality Criteria to structure their observations in schoolwide areas.

o Some general guidelines to help the reviewer establish a sense of the school culture are:

- How are students supported and supportive of others?
- To what extent does the school value learning?
- How do adults and students interact?
- What is the interaction between various age levels and groups of students?
- Is there evidence of school pride?
- Are expectations high or low?
- How do parents and community members contribute to the program?
- What are the school rules and how are they enforced?
- In what ways are students and adults recognized?
- To what degree is there equitable participation by and recognition of all types of students: bilingual, compensatory education, GATE, special education, average?

Method II - Interviews

A. Introduction

- o Interviews are another method of collecting information for comparison with the Quality Criteria.
- o Interviews validate and expand information gained through observation and the review of documents.
- o Interviewees should do most of the talking.
- o Both formal and informal interviews are used during the review.

1. For Informal Interviews with Students, Teachers, and Aides

- o Introduce self.
- o Use openers such as:
  - "Do you have a minute?"
  - "I'd like to ask you a couple of questions."
- o Begin with something you have observed:
  - "I see you're doing math . . ."
  - "I notice that chart . . ."
  - "That's an interesting center. Tell me about it."
- o Appropriate questions for students might include:
  - "What are you doing? How do you know how to do it?" "How are you doing?"
  - "When do you work with the teacher?"
  - "What happens if you make a mistake or do something wrong? How do you know if it is wrong?"
  - "Is the work easy/hard for you?"
  - "How often is homework assigned?"
  - "What do you like best/least about your school?"

2. Formal:

- o The Review Schedule should include interviews with the following.
  - the Leadership Team
  - teachers, specialists, counselors, nurse, etc.
  - Case-Study students
  - Classified staff
  - councils/committees

Method III - Documentation

A. Introduction

o Documentation:

- helps to verify, expand, and clarify what is learned through classroom observations and interviews.
- should be reviewed only to the degree necessary to further understand the program and its impact on all student populations.

B. Use of Documentation

o Before the review, team members study:

- the school plan
- the Self-Study
- the School Performance Report
- the Report of Findings from previous Program Quality Review

During the review, team members look at:

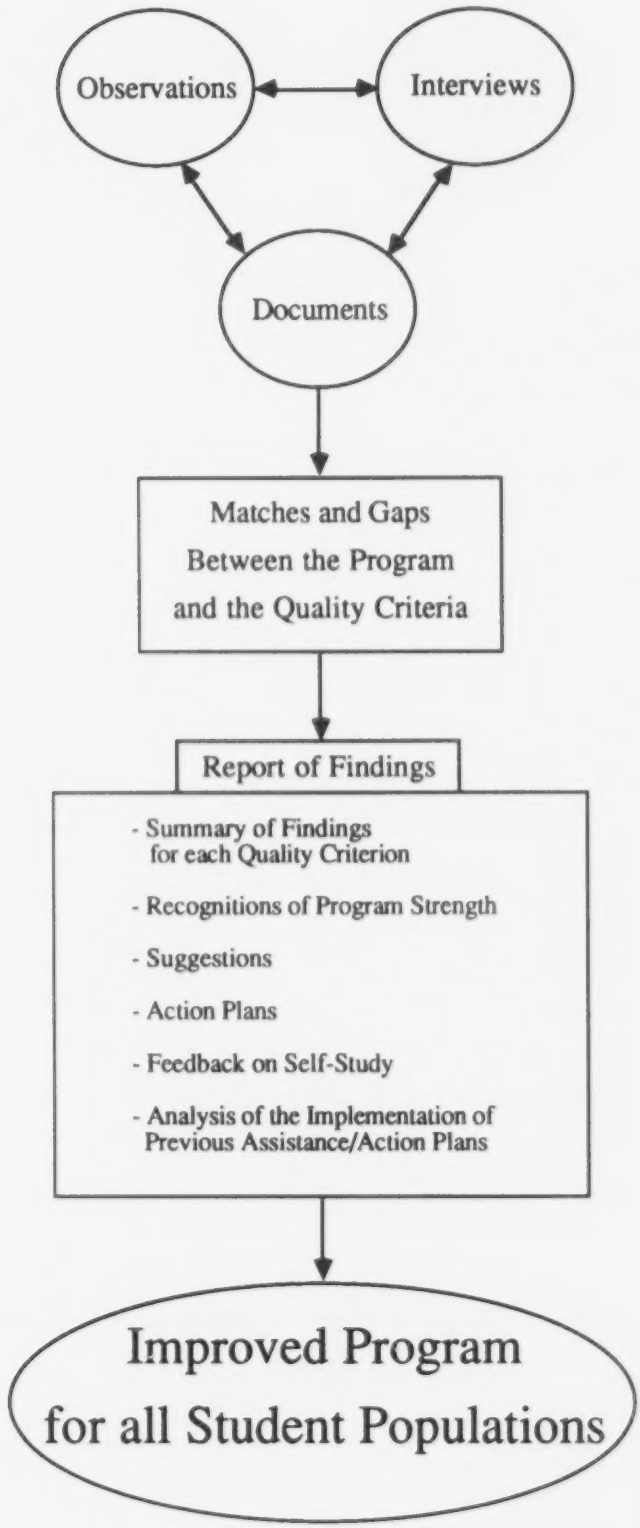
- student work
- attendance data
- test data
- grades
- awards/recognition
- lesson plans, class schedules
- school curriculum guides, syllabuses
- staff development surveys and schedules
- school rules including discipline policies
- district curriculum guides and instructional goals
- School Site Council minutes/agendas/calendar

o Look for differential student performance to determine whether all student populations receive the official curriculum and are making normal, superior, or improved progress in learning that curriculum.

FOR SMALL SCHOOLS:

The goals for Program Qualtiy Review are the same for all schools regardless of their size, that is, to compare the program with the Quality Criteria and generate next best steps for change. Small schools may want to adjust down the number of Case-Study students, the number of review team members, and the number of observations or interviews included in the process. Schools should not reduce the number of criteria that are applied, or the scope and format of the Report of Findings. The Program Quality Review process is a means of advocating for a full, rich program in which all students can be successful, whether there are 20 or 2000 enrolled. Do what makes sense for a small-school review in light of this change.

Summary of Program Quality Review Process



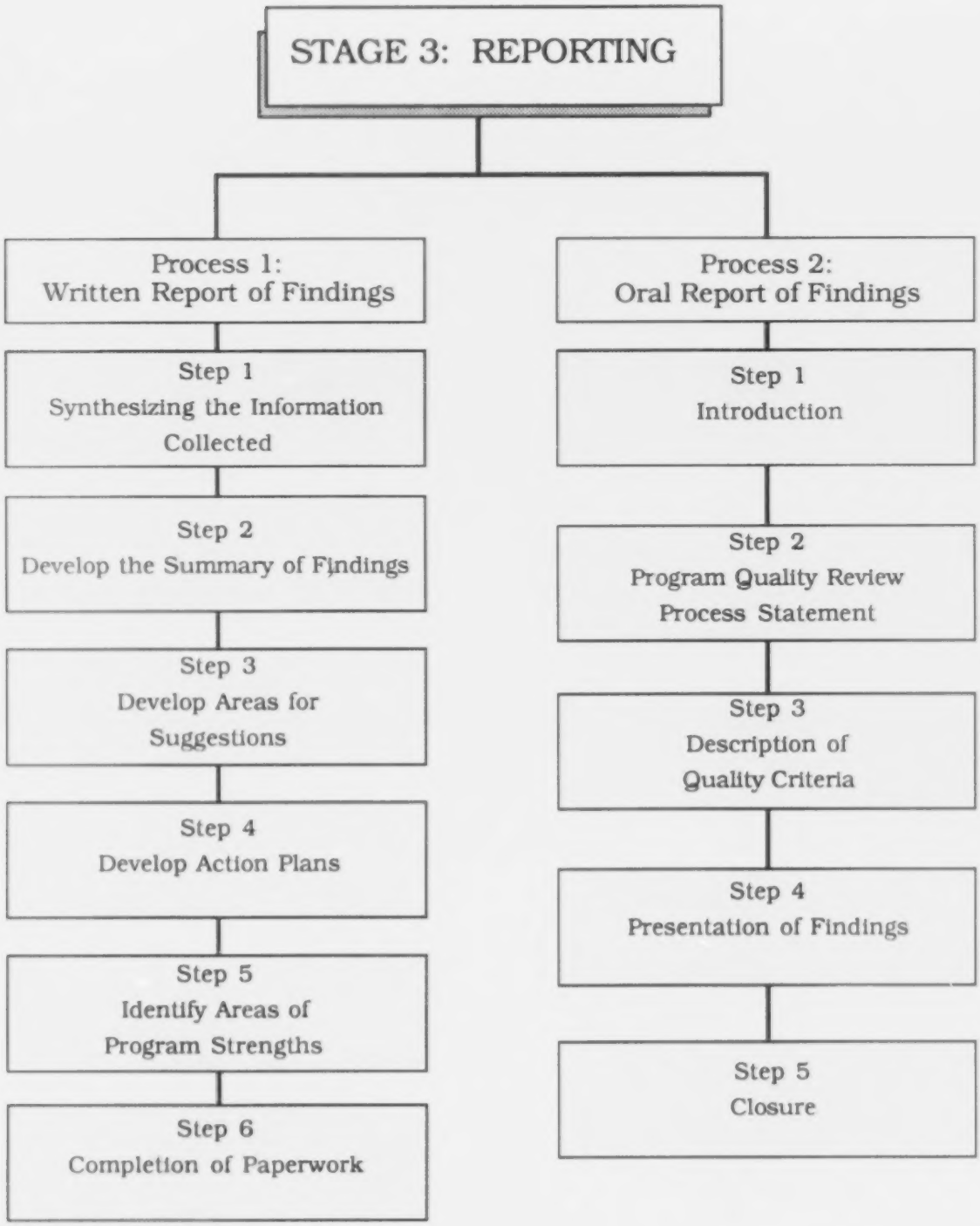
COLLECTING INFORMATION FORM

Date:	Criteria/Criterion of Focus:	Room:

Consider staff members', other adults', and students' actions; students' works; documents; curriculum; data; etc.

Follow-up:

Possible Strengths:	Possible Suggestions:


STAGE 3: REPORTING
Process 1:
Written Report of Findings
Step 1
Synthesizing the Information Collected
Step 2
Develop the Summary of Findings
Step 3
Develop Areas for Suggestions
Step 4
Develop Action Plans
Step 5
Identify Areas of Program Strengths
Step 6
Completion of Paperwork
Process 2:
Oral Report of Findings
Step 1
Introduction
Step 2
Program Quality Review Process Statement
Step 3
Description of Quality Criteria
Step 4
Presentation of Findings
Step 5
Closure

STAGE 3

REPORTING

REVIEWERS

1. Compare their collective knowledge about the school program and its impact on the students to each Quality Criterion.
2. Describe the current quality of the program in summary statements of findings for each criterion.
3. Develop Recognitions of Program Strengths.
4. Develop Suggestions for increasing school effectiveness.
5. Provide Self-Study Feedback.

SCHOOL STAFF

Reviewers and Leadership Team meet to review and discuss the findings and to develop collaboratively Suggestions into Action Plans.

The reviewers present the Report of Findings, sharing their findings, recognizing strengths, and suggesting improvements. The Leadership Team may share the presentation of Suggestions.

The entire school staff, along with interested students, parents and community members, are invited to attend the Report of Findings.

STAGE 3: REPORTING

THE REPORT OF FINDINGS

The team reports what they have learned during the review in two ways - an oral and a written Report of Findings. The Report of Findings is a summation of the program review. It synthesizes all information the review team has learned about the program and its impact on the students and others at the school. A successful report is a stimulus for continuing program improvement. It not only confirms and extends the knowledge that staff, students, and parents have about their program, it also assists the school in gathering and organizing resources to carry out the school's plan for improvement.

The Elements of a Written Report of Findings

The written report includes:

- Summary of Findings:
  - Must be stated for each criterion.
  - Must address all themes of each criterion.
  - Must address themes and significant key ideas for the three in-depth criteria.
  - Must communicate concisely and clearly how the program compares to the criterion in terms of both matches and gaps.
  - May contain examples of what was learned through observation, interviews, and review of documentation.
  - May contain statements of both what was and what was not observed.
- Recognition of Program Strengths:
  - Must be based directly on data or information collected.
  - Must be directly related to the themes and key ideas in the Quality Criteria.
  - Can be given for a high-quality program matching most of a criterion or for an exemplary aspect of a program which reflects a major theme or significant key ideas.

- Can be an aspect of the program in which significant improvement has occurred.

- Does not single out individuals.

o Suggestions:

- Approximately four to six written for program areas that do not match the high quality indicators of the Quality Criteria

- May relate to single criterion or to a problem that involves several criteria.

- Must contain these required elements:

  o Evidence

    - selected "gaps" or problems synthesized from the team's findings and related to key ideas in the criteria

  o Recommendation

    - clear statements of what should be done to address the problems or gaps

    - may include reference to potential resources to support the recommendation

    - may include references to expected outcomes

    - may contain a reference to a program strength, e.g., ". . .as you have successfully accomplished in correlating your literature units in history-social science with language arts. . ."

o Tentative Calendar of Implementation

- is collaboratively developed by the PQR and Leadership Team

- includes those Suggestions not developed into Action Plans

- identifies the month that the implementation of each Suggestion would begin and end during the three-year period before the next review

- o Action Plans

  - Must contain the required elements of a Suggestion, i.e., Evidence and Recommendation

  - Must also contain an Improvement Process developed collaboratively by the Leadership Team and the review team, which includes:

    - o the specific steps that will be taken to address gaps or problems; steps may relate to some or all of the recommendations

    - o who will do what

    - o when the activities will take place

    - o specific resources that will be used

    - o recognition or modification of existing improvement process(es) already in place in the school

    - o a process for evaluating the planned activities

- o Self-Study Feedback

  - Addresses four areas:

    - o Process - involvement of the school community, SSC, and the district office; organization of committees and activities; time frame, thoroughness, and use of the criteria; student focus, etc.

    - o Data - quantitative by student population; multi-year comparisons; use of CAP and School Performance Report; qualitative from various perspectives, e.g., teachers, students, parents, etc., and data related to program practices.

    - o Outcome - thoroughness, format, and clarity; audiences with whom it was shared; usefulness as a guide for future change; effect of the Self-Study on the school's willingness, capacity, and commitment to change.

    - o Recommendations - how to improve future Self-Studies.

- Analysis of the implementation of the Suggestions and Assistance/Action Plans from the school's last Program Quality Review

  - The team determines:

    - to what extent the school community has implemented the Suggestions and Assistance/Action Plans generated by the last PQR.

    - if implementation of the Suggestions and Assistance/Action Plans led to a significant improvement in student outcomes.

    - if any obstacles have hindered implementation.

    - if examples of exemplary follow-through are evident.

Developing the Report of Findings

The team lead is responsible for making sure that the team works together to complete all elements of the Report of Findings in typed form before leaving the school. (Refer to page 3.8) To accomplish this task, team members should be apprised early (preferably before the review begins) of:

- the components of the report for which they will be responsible,

- the format and content of each component and when drafts will be due to the team lead,

- who will edit the material for accuracy and consistency, and

- how the report will get produced in a typed, final form.

For example, there should be an opportunity early on in the review for the team to practice writing and critiquing, as a group, a Summary of Findings, a Recognition of Program Strength, and a Suggestion. The sample Report of Findings can serve as a guide.

When everyone is satisfied that there is a consistent understanding of how to proceed, each team member should be assigned components of the report to complete and a time when the work is to be turned in to the team lead or a designee for editing. In spite of the fact that individual team members will draft parts of the report, it is critical that the information that goes into each member's writing be a synthesis of the team's collective knowledge. Therefore, much discussion by the whole team of each member's assigned areas will take place in the team's afternoon and evening meetings. In this way, the report will be more thorough and reflect a better consensus than would otherwise be possible from the work of individual team members working in isolation.

The team lead should have already arranged for a place in which to prepare the report as well as:

- o clerical help to be provided at the school
- o a typewriter for use by the team
- o a computer provided by the school or, barring any other alternative, by a member of the review team
- o some other arrangement or combination of the above.

Discussion of the team's findings and the collaborative development of Action Plans occurs on the morning of the last day of the review. Typically, three to five hours need to be set aside for the review team and Leadership Team to share and discuss findings and develop Action Plans. The agenda for this important meeting should include the following:

- o The review team shares the Summaries of Findings for each criterion, Recognitions of Program Strengths, and Suggestions.
- o The review team, in conjunction with the principal and Leadership Team, selects the Suggestions to be developed into Action Plans and writes the Improvement Process for each Suggestion.
- o All components of the written Report of Findings are completed.
- o The review team plans the presentation of the oral Report of Findings with the Leadership Team.

After the preliminary presentation of the report to the Leadership Team on the final morning of the review, a provision for including last-minute edits or revisions and for the production of the final copy must be made. In addition, an Improvement Process must be added to each of three Suggestions through the collaborative efforts of the Leadership Team and the review team; this activity will complete one of the most critical sections of the Report of Findings, the three Action Plans.

Depending on available time and the number of people involved, a division of labor may be required to complete the Action Plans. That is, it may be necessary to divide up members of the Leadership Team into three small groups with a review team member assigned as a facilitator to each group. Each group can be assigned one Suggestion and asked to develop the "Improvement Process" component which is necessary to convert the Suggestion into an Action Plan. Other Leadership or review team members not involved in developing the Action Plans can be completing other components of the Report of Findings, as appropriate, including last-minute edits, or preparing materials for the oral presentation. If this approach is not feasible, the review team and Leadership Team are encouraged to develop their own collaborative scheme to produce the final report.

The Elements and Delivery of the Oral Report of Findings

The oral Report of Findings takes place in the afternoon of the last day after classes have ended. It should be presented in as interesting and informative manner as possible to the entire school community, including interested parents, students, community members, district office staff, and board members. The report often lasts at least an hour. The amount of time needed, however, will vary depending on the makeup of the audience, their knowledge of the Quality Criteria, and their involvement in the PQR process.

The circumstances of the review and the need for accuracy may require a verbatim reading of the report. In such an event, sharing the presentation with all team members, the use of visuals, and the discrete use of clarifying comments will help enhance audience understanding and interest.

The elements of the oral report are presented in the following sequence:

1. Brief welcome to audience and introduction of team

2. Expression of thanks to school community

3. Brief statement about the purpose of PQR

    - o to provide an objective, external perspective for the school on its program
    - o to recognize program strengths.
    - o to promote program improvement for all student populations.

4. Review the role of the review team

    - o to gather information in all settings through observation, interview, and review of relevant documents.
    - o to compare the program with the Quality Criteria.
    - o to collaborate with the principal and Leadership Team in developing selected Suggestions into Action Plans.

5. Explain the Quality Criteria

    - o High-quality standards against which the school program is compared.
    - o Include themes and key ideas from which Summaries of Findings, Recognitions of Program Strengths, Suggestions, and Action Plans are drawn.

6. Presentation of the Report of Findings

- o Both the review team and the Leadership Team have roles in presenting the report and sit together at the front of the room.
- o Presenters should make use of overheads, charts, or other visual aids to present the findings for each criterion.
- o The team may choose to present only the highlights of the Summary of Findings.
- o Suggestions, Action Plans, and/or Recognitions of Program Strengths should be presented in their entirety.
- o The review team usually presents:
  - the findings as related to the themes and key ideas of the criteria. These provide the supporting information that contributed to the analysis of the program.
  - the Recognitions of Program Strengths
  - the Suggestions for increasing the effectiveness of the instructional program
  - Feedback on the Self-Study
  - the analysis of the Implementation of the Suggestions and Action Plans from the last PQR
- o The Leadership Team should present the Action Plans.

7. Closure

- o The team should extend thanks to the school staff for their hospitality and wish them continued success.

Completion of Paperwork

- When the report is complete the team should:

  - Duplicate the final report.

  - Check to see if the 14 digit CDS (county, district, and school) code is entered on each page of the report.

  - Mail the original report with signatures to:

Office of School Improvement
c/o State Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720

NOTE: It is the Lead Reviewer's responsibility to sign the original copy of the report and ensure that it is sent to the State Department of Education.

  - Leave with the school a written copy of:

    - The Summary of Findings for each criterion
    - Recognitions of Program Strengths
    - The Suggestions and Action Plans
    - Feedback on Self-Study
    - An analysis of the Implementation of the Suggestions and Action Plans from the previous review
    - Tentative Calendar of Implementation of the Suggestions
    - A copy of the report for the school district office and the Program Quality Review consortium

California State Department of Education
Instructional Support Services Division

CDS Code

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District:	School:	Lead Reviewer: (signature)
Reviewer:	Reviewer:	Reviewer:
Dates of Review:	Program Quality Review Consortium:	

Directions: Write a brief Summary of Findings for each criterion addressing the presence and/or absence of the major key ideas of each theme. Include, as appropriate, Recognitions of Program Strengths, Suggestions, and Action Plans for three in-depth areas. Also include at the end of this report Feedback on the Self-Study, an Analysis of the Implementation of the Suggestions and Action Plans from the school's last PQR and the Tentative Calendar of Implementation of the Suggestions.

Criterion:

California State Department of Education
Instructional Support Services Division

CDS Code

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District:	School:	Lead Reviewer:

Criterion:

California State Department of Education
Instructional Support Services Division

CDS Code |_|_|_|_|_|_|_|_|_|_|_|_|_|_|

TENTATIVE CALENDAR FOR THE IMPLEMENTATION OF SUGGESTIONS

Briefly identify each Suggestion, the person(s) responsible for monitoring it to completion, the year(s) during which it will be worked on, and the beginning and ending dates of its implementation, e.g., Oct------->Feb, Sept------->Sept, Aug------->Dec, etc.

SUGGESTION	PERSON(S) RESPONSIBLE	YEAR:_____	YEAR:_____	YEAR:_____	YEAR:_____
1.					
2.					
3.					
4.					

Lead Reviewer:_____ Date:_____

Principal:_____ Date:_____ Self-Study Coordinator:_____ Date:_____

alifornia State Department of Education
Instructional Support Services Division

CDS Code |_|_|_|_|_|_|_|_|_|_|_|_|_|_|

Page ___ of ___

SELF-STUDY FEEDBACK

School:_____ Year conducted:_____

Principal:_____ Self-Study Coordinator:_____

1. **PROCESS** (involvement of the school community, SSC, and the district office; organization of committees and activities; time frame, thoroughness, and use of criteria; student focus; etc.):

2. **DATA** (quantitative by student population; multi-year comparisons; use of CAP and School Performance Report; qualitative from various perspectives, e.g., teachers, students, parents, etc.; data related to program practices; etc):

3. **PRODUCT** (process of completing the Self-Study Report; thoroughness, format, and clarity; audiences with whom it was shared; usefulness as a guide for future change; effect of the Self-Study on the school's willingness, capacity, and commitment to change; etc.):

4. **RECOMMENDATIONS:**

LEAD REVIEWER: _____ **DATE:** _____

ANALYSIS OF THE IMPLEMENTATION OF THE SUGGESTIONS AND ASSISTANCE/ACTION PLANS FROM THE SCHOOL'S LAST PROGRAM QUALITY REVIEW

School:_____ Date of last PQR:_____

Principal:_____

To what extent has the school community implemented the Suggestions and Assistance/Action Plans generated by the last PQR? What have been the obstacles, if any? Have any of them been revised or discarded because of changes in educational research and technology, personnel, student demographics, available resources, the membership of the local board or SSC, the school developed more appropriate alternatives, etc.? Are there examples of exemplary follow-through? Did the school go beyond the recommendations of the PQR team?

1. SUGGESTIONS:

2. ASSISTANCE/ACTION PLANS:

3. IS THERE ANY QUANTITATIVE OR QUALITATIVE EVIDENCE THAT SUGGESTS THAT IMPLEMENTATION LED TO SIGNIFICANT IMPROVEMENTS IN STUDENT OUTCOMES?

LEAD REVIEWER: _____ DATE: _____

California State Department of Education
Instructional Support Services Division

CDS Code

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer: (signature)
Reviewer:	Reviewer:	Reviewer:
Dates of Review:	Program Quality Review Consortium:	

Directions: Write a brief Summary of Findings for each criterion addressing the presence and/or absence of the major key ideas of each theme. Include, as appropriate, Recognitions of Program Strengths, Suggestions, and Action Plans for three in-depth areas. Also include at the end of this report Feedback on the Self-Study, an Analysis of the Implementation of the Suggestions and Action Plans from the school's last PQR and the Tentative Calendar of Implementation of the Suggestions.

Criterion: Summary of Findings

Language Arts

The curriculum provides students a language arts program which includes the processes of listening, speaking, reading, and writing. Efforts are underway to examine how these processes can be integrated more fully. Lessons in spelling, grammar, and vocabulary are taught as unrelated subjects. All staff members model effective speaking and listening skills throughout the day and students have frequent opportunities to participate in both oral and written language activities, however unrelated and isolated. The reading program includes a basal text, reading groups, and traditional worksheets and dittos; literature, included in the program for upper grade students, is taught at a separate time from reading. Chapter 1 and Migrant Education students are provided a separate, skills-based program.

Developmental language acquisition approaches are utilized by most teachers. All students, including those with special needs, experience writing as a process which includes prewriting, drafting, receiving responses, revising, editing, and post-writing activities. Students write in all curricular areas. Oral language activities are less frequent. The staff and library personnel work cooperatively to provide students access to a variety of resources; the library, however, contains few original works of literature.

Action Plan

Evidence

Literature as part of the language arts program was in evidence in only a few classrooms. The curriculum is not organized around a central core of literary works.

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion: Recommendations

Language Arts (continued)

In order to strengthen the language arts program for all students, the curriculum should provide students access to a common core of literary works which enables them to clarify and construct meaning from the text through an integrated program of reading, writing, speaking, thinking, and listening.

The team recommends that:

1. All staff be involved in a review of the English Language Arts Framework (1987), and the English Language Arts Curriculum Guide: Kindergarten Through Grade Eight (1987) to develop their understanding of how to incorporate the processes of reading, writing, listening, and speaking into the study of literature which is meaning-centered and not skills-based. Introduce all staff to Effective Language Arts Programs for Chapter 1 and Migrant Education to help them better understand how to involve all students in a literature based, integrated program.

2. A core and an extended list of readings in literature be developed for each grade level. Resource: Recommended Readings In Literature Kindergarten Through Grade Eight, Annotated (1988)

3. Inservice education for staff be provided in strategies for fostering higher level thinking skills through literature by modifying assignments to include more discussions, cooperative learning groups, and more extended writing and speaking assignments.

Improvement Process

During the next school year, we will complete the following steps in the development and implementation of a literature-based curriculum for our students:

1. By April of this year, all teachers will complete a survey of literary works currently used in their programs.

2. A committee composed of grade-level representatives will compare current materials and literary works used at the school with those listed in the SDE Recommended Readings In Literature, Kindergarten Through Grade Eight (1988). Representatives from this committee will work with the newly formed district Language Arts committee to develop and acquire a list of core and extended works for each grade level.

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion: Language Arts (continued)

Improvement Process (continued)

3. Utilizing this same committee, representatives will evaluate the resources in the school library to determine what is available at each grade level in poetry, drama, fiction, and nonfiction publications and explore avenues for acquiring additional works.

4. All staff, after reviewing the English-Language Arts Framework for California Public Schools (1987), will evaluate the committee's recommended list of core and extended works and offer suggestions and modifications before the list is finalized.

5. In September of next year, the staff will determine their staff development needs relative to the implementation of the core literature curriculum. Appropriate inservice education will be scheduled during the school year and teachers will be provided opportunities to visit literature-based programs that foster higher-level thinking skills.

6. By January of next year staff will implement the literature-based program at all grade levels.

7. The staff will evaluate the implementation of the core literature curriculum in May and suggest appropriate modifications in content, resources, and instructional practices and identify staff development needs for the following school year. A timeline will be developed for working with the district on a recreational/motivational reading list.

8. The staff will also survey their basals to see which lessons are still applicable. They will investigate what inservice exists, if any, on converting lessons from the basals.

9. The staff will provide a parent education program on the new English-Language Arts Framework, ways for parents to work with students at home, and recommended leisure reading for children.

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion:

Summary of Findings

Science

The team observed science being taught in all classrooms, with teachers leading students in activities involving the scientific method for observing data and predicting results. Science concepts were reinforced through reading, writing, recording of data, and mathematics. The current textbook series was found to be outdated, and there is no evidence of a sequentially developed curriculum by grade level. Science units and materials are teacher-selected. "Hands-on" science activities were observed in some classrooms. Opportunites for students to engage in problem solving and analyzing data are limited. Through observation and interview, the team found a strong commitment among staff and community members to improving the science program for students of all ability levels.

Action Plan

Evidence

Science instruction, while taking place in every classroom, is based upon teacher-selected content. There is no evidence of a sequentially developed curriculum which is articulated within and between grade levels.

Recommendation

In order to strengthen the science program for all students, the team recommends that staff be involved in improving the program by:

1. Reviewing the Science Framework Addendum, the Science Quality Criterion, and the Science Model Curriculum Guide, K-8.

2. Designing a curriculum which will designate specific content and processes to be taught at each grade level.

3. Selecting a textbook series and other instructional materials that are aligned with the written curriculum.

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion: Improvement Process

Science (continued)

We agree that _____ will be "The Year of Science" at _____ School.

1. A science committee will be formed consisting of a chairperson, a teacher from each grade level, the principal, and possibly a parent. This committee will oversee the Science Program for the _____ school year.

2. Activities will include:

   - Sending two teachers to the California Science Project
   - Peer observation of science instruction on a regular basis in school this year and at other schools when possible
   - Integration of science instruction into the Computer Lab
   - Science assemblies throughout the year, utilizing community resources and outside consultants
   - Inservice for teachers (on new textbooks, in-class experiments, the formation of a science club, etc.)
   - Systematic review of SDE science publications including the Science Quality Criterion, the Science Framework Addendum, and the Science Model Curriculum Guide, K-8
   - Development by the staff as a whole, a list of specific topics to be taught at each grade level, guided by the Science Addendum and the Curriculum Guide
   - Sharing of ideas and materials at grade-level science meetings which will become a part of our regularly scheduled staff meetings
   - Acquisition of science books and other instructional materials for the school library (biographies, experiments, science fiction, careers, books in Spanish)
   - Development of a science lab in the former band room
   - Formation of a science club open to 4th, 5th, and 6th graders

3. The Science Committee Chair and the principal will be responsible for gathering and disseminating science information drawing on the resources of the county, SDE, County Mentor, local documents from the _____ Community Museum.

4. After soliciting input from all staff, the science committee will make the final selection of instructional materials, including a textbook series.

5. After reviewing the list of topics generated by the staff, the committee will formalize the science curriculum guide, and assure that it is aligned with district and state guidelines. The curriculum guide will clearly state the content of science instruction for each grade level.

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion: Improvement Process (continued)

Science (continued)

6. The Science Fair will be a major focus of the program utilizing basic research skills and the scientific method. A sequential approach will be followed:
   - Mini Science Fair
   - The Science Fair
   - Possibly participation in the District or County Science Fair
7. Staff will assemble a professional library of science materials and resources.
8. The major program evaluation will be made in June with interim modifications made during the year as necessary.

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion:

Summary of Findings

Mathematics

The team found many students involved in daily math activities using computational skills. Students appeared comfortable with and proficient in numerical computation. Problem-solving activities were observed in only a few classes and do not appear to be a major part of the program. Instructional settings are varied and include individual, small group, and whole class groupings. A computer lab is available to all students. All teachers regularly check student mastery of math skills, and timely feedback is given for individual work. Supplementary services are closely aligned with and support student success in the regular classroom program.

Suggestion

Evidence

Through observation, interviews and the Self-Study report, the team found that most students were involved in daily mathematics activities emphasizing fundamental skills with less attention given to problem-solving activities and the use of manipulatives.

Recommendation

In order to strengthen the mathematics program for all students, there is a need for a greater emphasis on problem-solving in the math curriculum. The team recommends that:

1. The staff be involved in the development of a mathematics curriculum that includes the stages of problem solving and emphasizes student understanding of the structure and logic of math.

2. Computer software (to be used in the existing computer lab) be obtained which will promote extension of problem-solving concepts and articulate with classroom activities.

3. Students apply problem-solving skills to real-life situations and integrate problem-solving activities across the curriculum.

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion:

Summary of Findings

History-Social Science

The curriculum is integrated in many classrooms and most often uses literature to enhance the study of history and social science. Primary students hear or read biographies and historical tales as a regular aspect of the instructional program. Most students are actively engaged in and excited about learning history, geography, and the social sciences. Student experiences contribute to the curriculum and instruction is designed to capture and build on student interest. Instructional media is used infrequently throughout the school; few resources of this type were available on site although teachers reported that the county library did house a variety of instructional resources. Portfolios of student work supplement paper and pencil tests in many classrooms. Grade level representatives have attended a series of staff development activities sponsored by the district office to assist in the implementation of the new framework.

Evidence

The staff reported in the Self-Study and the team observed that instructional media are used infrequently in the teaching of history and the social sciences while some primary teachers show filmstrips as a part of the study of holidays; media are not consistently used to supplement instruction in all classes.

Recommendations

In order to provide a well-balanced, instructional program for all students and to reach those students with language and reading deficiencies, the team recommends that:

1. The grade level representatives who received training and are knowledgeable about the History-Social Science Framework provide in-service training for their peers during a series of grade-level staff meetings.

2. The staff investigate ways to integrate the use of computers, films, filmstrips, instructional television programs, and videotapes in classroom instruction.

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion: **Recommendations (continued)**

History-Social Science (continued)

3. The staff determine the availability of periodicals, newspapers, atlases and journals from the county library to supplement the offerings of the school's library.

4. The staff develop and share with each other a list of literary works which address all grade levels and units of the History-Social Science Framework.

Improvement Process

During the next four months, the principal and the Leadership Team will oversee a schoolwide effort to increase the availability and implementation of instructional media in the History-Social Science program.

We will:

1. Set up a calendar of grade-level meetings so all staff are trained on the History-Social Science Framework. The meetings will take place once a week beginning next month. Teachers who received district training on the new framework will chair the meetings and develop the agenda.

We request that:

2. Instructional media specialists from the district office and from the County Resource Center meet with all staff during our next pupil-free planning day. These specialists will in-service the staff on instructional strategies using media, including periodicals and newspapers, and will specifically address how instructional media can assist students with language and reading deficiencies.

3. The staff complete and distribute by the end of next month a list of literary works which address all grade levels and units of the History-Social Science Framework. We will request that the Parent Booster Club buy class sets of some of the more popular selections on the list.

4. At the end of the four months, staff will evaluate the effectiveness of this implementation effort. Students and parents will also be asked to contribute to the evaluation. The results of the evaluation will determine how much of the school's instructional materials budget will be allocated for purchasing instructional media for next year.

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion:

Visual and Performing Arts

Summary of Findings

Students are provided with art experiences in dance, drama/theatre, music, and the visual arts. There are many opportunities for creative expression in the arts throughout the curriculum. The visual arts and music are very visible in the school. They are taught both as discrete disciplines and correlated with science, history-social science, math, and include the study of artists and composers. The program is strong in the study of arts in their historical cultural context and as creative expression. There is little evidence of aesthetic valuing or attention on aesthetic perception training. The Parent Teacher Association allocates funds for quarterly cultural awareness assemblies which are mainly musical. Sixth grade students study a different composer and artist each month. Weekly sing-a-longs, intermediate chorus, and a fifth and sixth grade instrumental program are offered. There is no planned program for student participation in community arts activities or functions, and there is no visiting artist program. Dance and drama/theatre are evidenced through a musical production in which each grade level participates, but these two art forms are not taught as discrete disciplines.

Physical Education

Summary of Findings

The team found that the physical education program helps students to develop physical fitness, lifelong habits of good health, self-respect, and fair play through a coordinated and articulated curriculum. The curriculum includes locomotor and equipment manipulation; non-locomotor and stability skills are not addressed. Teachers use a variety of techniques to teach and to assess student skills. Assignments are related to the planned program and allow for individual abilities and needs. Through interviews, the team found that the staff meets regularly to assess and re-evaluate the curriculum and the program's effectiveness. Teachers were not, as yet, knowledgeable of the offerings in the SDE Handbook for Physical Education (1986), a resource for developing a balanced physical education curriculum for all students.

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion:

Summary of Findings

Schoolwide Effectiveness

The academic program is the focus of the school's mission statement and schoolwide goals. Elements of the curriculum, however, are not aligned with the school's stated goals and objectives. The written curriculum and classroom assignments range widely in science, visual and performing arts and social science. Opportunities for students to use higher-level thinking skills were evident in some, but not all, curricular areas. The team observed that most lessons are taught through direct instruction by the teacher. There was evidence of some integration taking place, but not in all areas nor at all grade levels.

Suggestion

Evidence

The team observed limited examples of integration of curricular areas. Most subjects are taught in isolation and through direct instruction by the teacher. Opportunities for students to use higher-level thinking skills are limited.

Recommendation

In order to adequately address all curricular areas and offer a well-integrated program to students, the team recommends that:

1. The teaching staff address language arts processes of listening, speaking, reading, and writing across the curriculum, especially in art, history, and science.

2. The school consider purchasing computer software that provides for applied activities and encourages high-level thinking skills.

3. Teachers develop lessons that integrate visual and performing arts into academic curricular areas such as History-Social Science (e.g., simulations of historic events, folk songs of the period, presentations of familiar speeches).

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion:

Summary of Findings

Special Needs

Special needs services include GATE, ESL, Special Education, and Chapter 1/State Compensatory Education programs and are provided through tutorial and small group sessions on a pullout basis. Parents interviewed expressed strong support for the services provided in all of the special needs programs. The team found that although supplementary services that actively engage students are provided, the curriculum for special needs students is not closely coordinated with that of the home classroom. Teachers communicate on an informal basis as concerns arise about student needs and progress. The Leadership Team, in its Self-Study Report, identified the need for a clearly defined core curriculum for students which supports their access to and success in the academic program.

Suggestion

Evidence

Through observation and interview, the team determined that the programs for students with special needs do not provide students with access to and support in a clearly defined core curriculum.

Recommendation

In order that each student with special needs may experience an integrated program which promotes significant student progress, the team recommends that the school staff:

1. Schedule regular conference periods for specialist staff and classroom teachers to plan, coordinate, and assess the programs for students who receive their services.

2. Actively involve specialist staff in the development of the district's core curriculum in each subject area.

3. Plan joint staff development activities for specialist staff and classroom teachers on implementing the guidelines of the English-Language Arts Framework, Mathematics Framework, and the model curriculum guides.

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion:

Summary of Findings

Staff Development

All teachers and most instructional aides have been involved in staff development activities related to the implementation of new programs. The team found that participation in staff development is generally self-selected and responsive to individual needs. All staff share information gained through workshops, conferences and visits to programs at other schools. The administration allocates considerable time at staff meetings and minimum days for staff development activities and follow-up.

Summary of Findings

Leadership

School leaders promote school goals and high expectations for student achievement. There is enthusiastic parental support for all school programs, and staff and student morale is high. The team found responsibilities and decision-making are shared among staff members.

Recognition of Program Strength

There is a demonstrated commitment to academic excellence and shared leadership among staff members. Clear goals for improving the instructional program exist; these goals are derived from interaction between staff and community and examination of student performance and needs. Administrative and teacher leaders encourage efforts of all staff to improve the instructional program.

Summary of Findings

Planning, Implementing, and Evaluating School Program

The team found a collaborative planning process at the school which involves staff, principal, and the school site council. Procedures used for ongoing planning and evaluation are widely known throughout the school community. The school improvement plan addresses all of the the Quality Criteria and is modified in response to the results of formal and informal evaluations. Teachers are not in full agreement concerning the content of the core curriculum and expectations for student achievement. As a result, the allocation of resources is not consistently aligned with stated goals and objectives.

ELEMENTARY SCHOOL PROGRAM QUALITY REVIEW
REPORT OF FINDINGS

District: SAMPLE	School: SAMPLE	Lead Reviewer:

Criterion:

Summary of Findings

Learning Environment

The team found evidence of a positive learning environment. Most students appear motivated and enthusiastically participate in classroom and schoolwide activities. Mutual respect among staff members and students is evident. The accessibility and supportiveness of the staff encourage and support student learning. Student and staff pride and enjoyment of school was observed in both curricular and extra-curricular settings.

Recognition of Program Strength

The staff provides an exemplary learning environment for students. Academic learning is of primary importance to the entire school community. The facility is clean, well-ordered, and conducive to learning. Students appear comfortable approaching their teachers; personal and social growth is a high priority and provided for within the instructional program.

TENTATIVE CALENDAR FOR THE IMPLEMENTATION OF SUGGESTIONS

Briefly identify each Suggestion, the person(s) responsible for monitoring it to completion, the year(s) during which it will be worked on, and the beginning and ending dates of its implementation, e.g., Oct------->Feb, Sept------>Sept, Aug------->Dec, etc.

SUGGESTION	PERSON(S) RESPONSIBLE	YEAR: 1989	YEAR: 1990	YEAR: 1991	YEAR: 1992
1. Mathematics Problem-Solving	Math Committee	October ------	--May		
2. Schoolwide Effectiveness Integration	Principal and Leadership Team		January -June		
3. Special Needs Access to the Core	Specialist Staff and Classroom Teachers	November ----	--June		
4.					

Lead Reviewer:_____ Date:_____

Principal:_____ Date:_____ Self-Study Coordinator:_____ Date:_____

SELF-STUDY FEEDBACK

School:_____ Year conducted:_____

Principal:_____ Self-Study Coordinator:_____

1. **PROCESS** Many individuals and groups representing all facets of the school community, including teachers, parents, specialist staff, students, and the principal, participated in the Self-Study. A district curriculum consultant was involved in most stages of the Self-Study. She observed in classrooms and contributed to the development of the tentative Suggestions and Action Plans. The time frame of the Self-Study allowed for a thorough review of all criteria. The student focus of the Self-Study was apparent in the data that were collected and in the resulting Suggestions and Action Plans.

2. **DATA** School data were not consistently differentiated by student population; thus, it was difficult to determine from the Self-Study whether the instructional program was equally effective for all students. Teacher judgment, parental opinion, and students' comments were sought, valued, and incorporated in the Self-Study as important pieces of qualitative data. While CAP scores for the current school year were reviewed and analyzed, they were not compared to scores from previous years nor analyzed in terms of teaching strategies, materials, or curricula.

3. **PRODUCT** The Self-Study Report is thorough, concise and reflects a thoughtful approach to comparing the school's program with the Quality Criteria. As a result of the Leadership Team's sharing the report openly with the school community and encouraging their involvement, the report is considered a blueprint by all for program improvement.

4. **RECOMMENDATIONS:**
It is essential when reviewing school data, specifically test data, that each student population be analyzed separately to determine the differential effects of the program on the different types of students enrolled. Additionally, the results of standardized tests should be compared to scores from previous years in order to identify trends and achievement patterns, chart growth, and relate outcomes to program strengths and problem areas.

LEAD REVIEWER: _____ **DATE:** _____

ANALYSIS OF THE IMPLEMENTATION OF THE SUGGESTIONS AND ASSISTANCE/ACTION PLANS FROM THE SCHOOL'S LAST PROGRAM QUALITY REVIEW

School:_____ Date of last PQR:_____

Principal:_____

To what extent has the school community implemented the Suggestions and Assistance/Action Plans generated by the last PQR? What have been the obstacles, if any? Have any of them been revised or discarded because of changes in educational research and technology, personnel, student demographics, available resources, the membership of the local board or SSC, the school developed more appropriate alternatives, etc.? Are there examples of exemplary follow-through? Did the school go beyond the recommendations of the PQR team?

1. SUGGESTIONS:

The Suggestions resulting from the previous Program Quality Review have been uniformly well-implemented. Working through a calendar of prioritization developed by the principal and the Leadership Team, the staff addressed each Suggestion sequentially and thoroughly. In the area of physical education, the Suggestion became the core of a new and much improved program.

2. ASSISTANCE/ACTION PLANS:

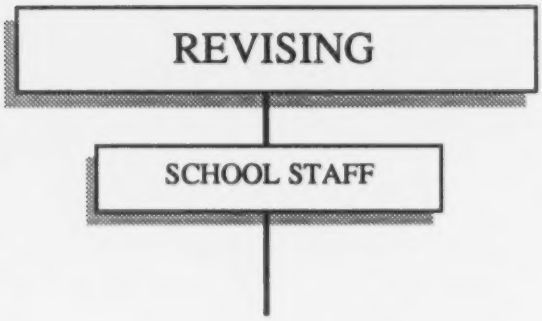
The Action Plan that was developed in mathematics and addressed grouping practices not only altered the structure of the math program, but in the three years since its implementation has had an effect on all areas of instruction. Grouping practices and strategies such as heterogeneous grouping that were tried and found to be effective in mathematics were subsequently employed in other disciplines.

3. IS THERE ANY QUANTITATIVE OR QUALITATIVE EVIDENCE THAT SUGGESTS THAT IMPLEMENTATION LED TO SIGNIFICANT IMPROVEMENTS IN STUDENT OUTCOMES?

Implementation of heterogeneous grouping strategies led to increased student outcomes for all student populations in mathematics.

LEAD REVIEWER: _____ DATE: _____

STAGE 4



1. Implement Action Plans.

2. Review other Suggestions made by the team.

3. Using the Tentative Calendar, plan how these Suggestions can be implemented, by whom, with what resources, and by when.

4. Monitor carefully all program changes, modifying them as necessary for maximum effectiveness.

CHAPTER IV
PRACTICE EXERCISES AND SCENARIOS

PRACTICE EXERCISE #1

OBJECTIVE: To practice analyzing a criterion.

Directions for Exercise

Each group will:

- Read its criterion's focus statement.
- Read one paragraph of the narrative.
- Discuss the assigned paragraph noting:
  - the theme
  - the supporting key ideas
- Write on chart paper the theme and key ideas from the paragraph. Each group member contributes at least one key idea.
- Share its findings with the total group.

PRACTICE EXERCISE #2

OBJECTIVE: To practice developing questions for gathering information.

Directions for Exercise

Each group will:

- Read a paragraph from a selected criterion.

- Identify the theme for the paragraph.

- Develop and record interview questions which would elicit needed information about the identified theme from the following groups:

  - Students
  - Teachers
  - Support Staff
  - Administration
  - Aides
  - Parents

- Share with the total group:

  - The theme being addressed
  - The questions used to gather the information

PRACTICE EXERCISE #3

OBJECTIVE: To analyze information and critique a Summary of Findings.

Directions for Exercise

Each group will:

- Read the Focus Statement from a selected criterion.
- Discuss the essential points of the Focus Statement with group members.
- Read the Quality Narrative, noting the themes and key ideas of each paragraph.
- Briefly review the effective and ineffective statements.
- Read and critique the "Summary of Findings" in the sample Report of Findings for the assigned criterion.
  - Identify the themes embedded in the findings.
  - Identify the key ideas addressed in the findings.
  - Discuss references to any data or examples reflected in the findings.
  - Share your critique with the total group.

PRACTICE EXERCISE #4

OBJECTIVE: To identify the critical attributes of the criterion and synthesize information needed to write the Evidence statement of a Suggestion.

Directions for Exercise

Each group will:

- Read the focus statement of the assigned criterion.
- Briefly discuss each paragraph, i.e., theme and key ideas.
- Read the exemplars and discuss how they relate to the themes and key ideas.
- Read the Evidence statements in the Suggestions and Action Plans of the sample Report of Findings.
- Read the criterion scenario.
- Select an area needing improvement based on a comparison of the scenario to the criterion.
- Write the Evidence statement and supporting data on chart paper.
- Share the Evidence statement with the total group.

PRACTICE EXERCISE #5

OBJECTIVE: To build on the Evidence statement and write a Suggestion.

Directions for Exercise

- Review the Recommendation sections of the Suggestions in the sample Report of Findings.
- Using the same scenario as in Exercise #4, write the Recommendations of the Suggestion.
- The Recommendation should include at least three distinct ideas on how to improve the selected area.
- In writing the recommendation consider:
  - fiscal and human resources,
  - staff development opportunities,
  - district goals, and
  - other improvement initatives already underway at the site.
- Write the entire Suggestion on chart paper.
- Share the Suggestion with the total group.

PRACTICE EXERCISE #6

OBJECTIVE: To develop a Suggestion into an Action Plan.

Directions for Exercise

- Review the Improvement Process sections of the Action Plans in the sample Report of Findings.

- Divide the group in half. One half will play the role of the Leadership Team and the other half will play that of the review team members.

- Develop the Suggestion into an Action Plan by collaboratively drafting the Improvement Process component.

- Write the Improvement Process on chart paper.

- Present a brief review of the Suggestion and have a member of the Leadership Team share the Improvement Process with the total group. Also, briefly share how you collaborated during the development of the Action Plan.

PRACTICE EXERCISE #7

OBJECTIVE: To construct and deliver a portion of a Report of Findings.

Directions for Exercise

- Review as a team the criterion assigned.
- Develop a pool of information about a mythical school to compare with the themes and key ideas within the criterion. You may draw on information gained during training and from your own experience.
- Relate information to the key ideas in the quality narrative.
- Determine which key ideas are true for the school.
- Identify a potential area for an Action Plan.
- Develop an Action Plan which includes all required elements.
- Prepare for the presentation of the criterion:
  - The Summary of Findings
  - The Action Plan
- Determine who will present each segment of the report.
- Rehearse each part of the report if time permits.
- Participants will use the Standard for Judging the Accuracy of the Content and the Effectiveness of the Presentation of the Report of Findings (see next page) as each group presents.
- After each team presents, the total group will critique the report (total of 10 to 15 minutes per team including presentations and critique).

STANDARDS FOR JUDGING THE ACCURACY OF THE CONTENT AND THE EFFECTIVENESS OF THE PRESENTATION OF THE REPORT OF FINDINGS

Content

- Does the Summary of Findings address all themes and significant key ideas?
- Does the evidence relate directly to the themes and key ideas of the criterion?
- Given the findings, does the Action Plan emerge as a reasonable choice, i.e., will it make a significant difference for students?
- Does the improvement process clearly identify WHO will do WHAT? Does it include a time line? Does it include suggested resources?

Presentation

- What makes the report cohesive?
- What examples successfully illustrated the key points?
- What contributed to and/or detracted from the clarity of the report?
- How do you feel about the information presented? Was it constructive? Was it given in a supportive manner?
- Did the Leadership Team and the review team collaboratively present the Report of Findings? Did the Leadership Team present the Action Plans?
- Were visual aids used?
- Were there clarifying remarks? Did they lead the presentation off track?
- How did the presentators handle comments from the audience?

LANGUAGE ARTS SCENARIO

Information the team has gathered:

- The reading program in grades four through six is departmentalized and students are grouped by levels according to the text. Grammar and writing are taught later in the day.
- Language arts instruction in the primary grades occurs in a two-hour block for all students.
- The basal text in kindergarten through third grades focuses primarily on word recognition strategies--phonetic and structural analysis.
- The basal series in fourth through sixth grades includes many excerpts from original literary works, which teachers report the students enjoy greatly.
- The part-time library aide reported that $200 was the allocation for new books this year. There were many selections from the Recommended Readings in Literature, K--8 she wanted for the library, but was unable to purchase.
- Students reported that the selections in the library are boring and outdated--"There's nothing good to read."
- Teachers report that their attempts to include library skills and research in their classroom assignments have been thwarted by the lack of reference materials and qualified personnel available.
- Teachers in kindergarten and first grades explained that their oral language program utilizes a checklist for vocabulary development.
- Many students participated in the annual student-authored book contest; all students in the second through sixth grades have the opportunity to write in journals daily. The fifth and sixth grade students write and publish a monthly newspaper that features not only school and community news, but also original works of the student body such as, poetry, short stories, and plays.
- Kindergarten and first grade students dictate stories to teachers and parent volunteers on a regular basis. Parents help their children write stories at home with the entire family.
- Varied questioning strategies designed to elicit higher level thinking were observed of teachers and students in many classrooms. Evaluation occurs in many forms; students engage in peer critique and teachers utilize holistic scoring techniques to assess student progress in writing.

MATHEMATICS SCENARIO

Information the team has gathered:

- Mathematics instruction in the primary grades focuses on number facts. Students begin to experience measurement, geometry and the other strands of mathematics in the fifth and sixth grades. The staff and administration expressed their belief that a solid background in number facts would allow students to be more successful in mathematics in the upper grades.

- No calculators were observed. Staff reported in the teacher's interview that a schoolwide decision had been made not to have students use calculators so they would memorize basic computations.

- Many, but not all students experience problem solving as a major part of the mathematics program. While the more successful students practice the skills of estimation and guessing, most teachers reported that the slower students should concentrate on learning the right answer. This information was verified by observing how some students are able to work at mathematics centers while other students have workbook assignments to complete at their desk.

- All staff in kindergarten and first grade had received instruction in a math program based on the use of manipulatives. Teachers and parents were eager to implement this program and planned to do so as soon as the instructional materials arrived at the school.

- Teachers reported that mathematics instruction for their students with special needs intentionally stressed the drill and practice of mathematics facts because that is what these students needed most.

SCIENCE SCENARIO

Information the team has gathered:

- Most classrooms had living plants and/or animals.
- Primary grade science is focused on life science.
- Upper grade science included geology, astronomy, prehistoric animals, depending on the expertise and background of the particular teacher.
- Several texts were being used.
- Fifth and sixth grade teachers team for science.
- The health text used by a few teachers incorporates studies of the human body.
- A few hands-on activities were observed such as magnets, growing plants and electricity.
- Individual teachers used graphs to illustrate scientific phenomena - growth rate, probability, etc.
- A few teachers said they understood the scientific method and were looking for programs which would help them teach this to students.

HISTORY-SOCIAL SCIENCE SCENARIO

Information the team has gathered:

- Primary teachers reported during the teacher interview that staff development provided by the district on the new History-Social Science Framework served as a catalyst to compare their course of study to the framework and to make many revisions. Intermediate teachers, however, did not attend these workshops and were less familiar with the framework. These teachers shared that they have made few changes in their course of study and instructional strategies in recent years.

- Observation in the fourth, fifth, and sixth grades showed that instruction almost always occurs in large group settings. At this level, the textbook defines the curriculum. Few source documents, biographies, and other literary works were evident in the classroom.

- Many primary teachers were using a thematic approach to teaching history and the social sciences. Visual and performing arts, language arts, and science instruction were woven into these units of study.

- Some fifth and sixth grade students said that history was not among their favorite subjects because they often had to spend a great deal of time memorizing facts and dates of significant historical events in preparation for their weekly quiz.

- The principal mentioned in the Review Preparation Meeting that although few resources such as globes, maps, and atlases were currently available to teachers and students, the School Site Council and the PTA were hoping to work together to remedy this situation, but to date no plan had emerged.

- A few teachers said that they were unable to devote much instructional time to history-social sciences because their daily schedules were too full teaching core subjects.

- In the teachers' interview, some teachers expressed their frustration regarding the exclusion of their limited-English-proficient students in classroom discussions during history class. The staff wondered if the district might be able to supply some assistance in this area.

- Opportunities for fifth and sixth graders to explore controversial issues that surface through their literary readings, classroom discussions, and textbook work are at a minimum.

VISUAL AND PERFORMING ARTS SCENARIO

Information the team has gathered:

- Students have opportunities to view drama and music performances through local student cultural programs; however, few opportunities exist for them to express themselves in music or drama.
- Many classrooms include drawing, painting and/or clay on a weekly basis.
- One assembly was provided by a mime group.
- Some classes participated in a local art contest.
- Teachers said they did not have background in art appreciation, history or techniques for using a variety of media.
- Many children said art was their favorite subject.
- Most classrooms had student art displayed.
- Few art materials were available.
- A series of books and tapes about opera was available in the library. Library records indicated limited check-out.

PHYSICAL EDUCATION SCENARIO

Information the team has gathered:

- The activities in physical education for students in grades kindergarten through two include psychomotor skill development as the central focus of their instructional program.

- In grades three through six physical education activities vary considerably with an emphasis in organized sports and games.

- During the teacher interview, staff shared that each sixth grader is tested for physical fitness at the close of the academic year; other teachers had no regular procedures for assessing students' growth and progress in physical education.

- Throughout the school, and especially in the primary psychomotor skill development program, cooperation rather than competition is the goal for all students.

- Teachers demonstrate physical education skills as they introduce new activities. All students are expected to be full participants in the activity after the intitial demonstration; students who have difficulty with the skill have limited opportunities to practice.

- Teachers report that although they have had few opportunities to meet as a staff to discuss the physical education curriculum, such a meeting is planned for spring semester.

INSTRUCTIONAL PROGRAMS:
SCHOOLWIDE EFFECTIVENESS SCENARIO

Information the team has gathered:

- School goals and objectives are written and known to all; they reflect a rigorous curriculum. Teachers shared in their interview and it was observed during review that the curricular emphasis in the primary grades is basic skills. Students in the upper grades also receive instruction in history, visual and performing arts, physical education, science, and health.

- Staff attended a series of meetings during the first semester in order to redefine their curricular goals in mathematics. Most teachers were pleased with the results of these meetings, but expressed concerns that their instructional materials were no longer aligned with the curriculum. This gap was observed in many classrooms.

- Many staff members attended a day long workshop on incorporating higher level and critical thinking skills into the curriculum. Those teachers that work primarily with students with special needs did not attend the session because they felt their time would be better spent in their classrooms.

- Most instruction is teacher directed and lecture style. Those students that complete their classroom assignments may use the library to work on a series of special lessons designed to have students apply knowledge in a variety of ways. Lessons in the primary grades center around student interest; upper grade teachers report that they are unable to use this strategy because they have so much material to cover.

SPECIAL NEEDS SCENARIO

Information the team has gathered:

- Students in the fifth grade are about to begin a month long unit on the study of famous Americans. Students are assigned to small groups to research the life and accomplishments of a famous American. The groups are composed of students of varying abilities, including students who are limited-English proficient (LEP) and who participate in the Special Education Resource Program. All students in each group have specific tasks to perform of equal importance; one grade will be given for the group project.

  - In many classrooms, students are grouped according to their ability and level of accomplishment for each subject area. Students with special needs seldom have the opportunity to work with other students. LEP students are grouped for ESL and language arts in their primary language.

  - Two teachers attended a series of workshops at the county office sponsored by California Literature Project fellows. They are beginning to experiment with techniques for integrating students with special needs into the literature program. All students study the same core works of literature; some students experience the works by listening to them on tape, acting them out, reading them or analogous works in their primary language, or watching film versions. These teachers are investigating ways to apply these strategies in other curricular areas. They have requested time on the agenda at the next staff meeting to present these ideas.

  - In the teacher interview, teachers indicated that they were often at a loss as to the appropriate strategy for teaching the core curriculum to their underachieving students. Teachers were often unclear about the instruction their students received from the specialist staff.

  - Students with special needs learn the same curriculum in mathematics, physical education, and visual and performing arts as all other students. In the areas of language arts, history--social science, and science, both the curriculum and instruction are modified for some students.

  - Interviews with LEP students and reviews of their work indicate that they are making progress, but neither their level of achievement nor their rate of progress is equal to their peers.

  - The school district has established a Student Study Team process at all schools. School staff have attended inservice training but have not yet initiated the process. They plan to conduct their first meeting early next month to discuss the problems of three identified students.

LEARNING ENVIRONMENT SCENARIO

Information the team has gathered:

- Expectations for student achievement and behavior are generally high; however, frequent classroom interruptions (e.g., students leaving for pull-out programs and P.A. announcements) were observed in many classrooms.

- Each teacher determines his/her discipline plan. Some classes have rules posted; rules vary from room to room.

- The staff meets every other week in grade level meetings and monthly as a total group to identify and address concerns related to instruction. Staff reports that this established procedure has contributed to high morale and a sense of "getting the job done."

- A parent newsletter is mailed home on a regular basis, and parents were observed assisting in classrooms and in the principal's office. A Saturday workday is scheduled for later this month. The objective is for parents and teachers to install new playground equipment.

- Although the school is located next to an interpretive nature center, staff reported that they hadn't made use of the free materials or docents because they are unsure of how to incorporate this information or use these resources in their science program.

STAFF DEVELOPMENT SCENARIO

Information the team has gathered:

- A few primary grade teachers have been attending a series of stress reduction workshops offered by a local mental health agency. The teachers report that the sessions are worthwhile.

- Staff shared that they took part in an extensive staff development needs assessment early in the year. In November, the selection of staff development activities became a district responsibility.

- Fifth and sixth grade teachers were extremely pleased with the summer science institute they attended at the nearby state college. The institute gave them many ideas about activity-based science instruction.

- All staff took part in a two-day math workshop at the county office at the close of the school year. In the teacher interviews, many staff members said they would be interested in having the presenter visit their school to give them a "refresher course" as they had forgotten some of the instructional strategies taught in the workshop.

- Many staff members expressed disappointment at the cancellation by the administration of a lecture on special needs students to be given by a well-known expert. Administration reported that the lecture had been scheduled at a time when it was particularly difficult to secure substitute teachers.

LEADERSHIP SCENARIO

Information the team has gathered:

- Many staff members and a few parents are interested in forming a "leadership team" to assist the school community in implementing some educational reforms suggested by the district. Site administrators reported that another evening meeting would tax an already-crowded school calendar.

- During the review preparation meeting, the principal shared her comprehensive schedule for observing in all classrooms as part of the yearly teacher evaluations. The principal expressed regret that her busy schedule had prevented her from meeting with the staff individually to discuss her observations, but she had identified this as a priority goal for next semester.

- Staff was enthusiastic about the upcoming "Students as Leaders Day" when students would assume leadership positions in the school. So as not to take the slower students away from their classroom studies, the opportunity to participate in "Students as Leaders Day" was open only to students with A or B grade averages.

- Some staff expressed surprise that after being part of a districtwide task force to choose new language arts supplementary materials, their recommendations were overlooked and the funds were spent on lab equipment for the middle school.

- Staff had worked closely with the School Site Council to add to and organize their site library and to enhance the use of literature across the curriculum. Parents and teachers were pleased to report that adequate time and resources had been allocated to this important improvement project.

PLANNING, IMPLEMENTING AND EVALUATING THE SCHOOL PROGRAM SCENARIO

Information gathered by the team:

- The principal and two staff members developed school goals and objectives during a workday prior to the opening of school in September. These goals and objectives were then delivered to the rest of the staff at a faculty meeting. Specific roles and responsibilities for all staff members were outlined on chart paper and posted in the lounge.

- Staff reported that recent district budget cuts had forced them to reexamine and prioritize some program improvement goals. A group decision was made to postpone some improvement activities until fiscal and human resources were available to support them.

- Every on-site staff member reported some involvement with the school plan. Most "regular" classroom teachers view the school plan as a comprehensive document that aligns curriculum, instruction, and evaluation. Specialists have little knowledge of the plan and express a belief that this falls outside their domain.

- The upper grade teachers are particularly interested in student assessment and worked together to design a system based on a student study team model which uses various data sources. Lower grade staff expressed a concern that this model is unworkable for their younger students. Uniformly the staff felt stalled in their efforts to modify the school plan until this issue of schoolwide evaluation was resolved.

CHAPTER V
SPECIAL NEEDS AND PARENT INVOLVEMENT

SPECIAL NEEDS

Students with Special Needs

This activity is designed to help the participants understand the Program Quality Review criteria in terms of:

- the critical issues of access to and progress through the core curriculum for students with special needs.
- key instructional strategies and methodologies which support underachieving students' access to and progress through the core curriculum.

TRAINEE: This is a reading assignment involving this text, related materials referenced throughout the text, and the Quality Criteria. You will need to refer to these references as you read. An annotated bibliography which includes citations upon which this text was based appears on pages V-14 to 15.

Definitions:

Special Needs students are defined as GATE, Compensatory Education, Special Education, LEP, and underachieving students. The last category includes "at-risk" and "underrepresented minority students" as well.

Perceived Causes

Many causes have been attributed to why some students become at risk in the elementary grades. Traditionally, factors such as socioeconomic status, ethnicity, language proficiency, and cultural differences have been blamed. Yet, most of these students have normal intelligence and have the potential to succeed in school. Because there are examples of "turn-around" schools such as Overfelt High School in San Jose, Garfield High School in Los Angeles, etc., we infer that socioeconomic status and ethnicity are not "causes" of failure. Rather, they are indicators of which students are likely to have problems in school if we do not modify our programs.

TRAINEE: Refer to "Factors Believed to Cause Low Achievement", page V-4 and to "No More Excuses . . .?," page V-5 to 6.

Alternative Causes

There are possible causes of low achievement, however. Unlike the factors mentioned above, these alternatives are under our control.

TRAINEE: Review the "Achievement Depressants for Special Needs Students." (page V-7)

Homogeneous Ability Grouping

One practice contributing to the low performance of some students is homogeneous ability grouping or "tracking," especially when every day, all day, every year, a student is in the low group or track. This practice is based on the premise that teaching is facilitated by grouping students according to similar ability levels. Consequently, underachieving students are tracked into remediation programs and often receive a diluted skill-and-drill curriculum. Students in these low tracks often do not have equal access to a high quality core curriculum. Research also indicates that tracking and homogeneous ability grouping not only does not improve the potential for student success but actually may hinder success. This research is overwhelmingly clear and consistent. The Special Needs bibliography on pages V-14 to 15 contains current references which address these issues.

TRAINEE: Refer to page V-8 for examples of what researchers have found occurring in low tracks and homogeneous ability groups.

Alternatives to Homogeneous Ability Groups/Tracks

These are some alternatives to the exclusive use of homogeneous ability grouping. Some of these could be implemented in an individual classroom; others would require more systemic reorganization.

TRAINEE: Refer to the handout "Alternatives to Homogeneous Ability Groups/Tracks," page V-9.

Alternative = Balance

A challenge for elementary grade schools is to prepare students to follow a course that will lead them to increasingly higher educational goals. To maximize student learning, we must establish a balance of instructional approaches.

TRAINEE: Refer to page V-10.

Student Centered/Active Learning

In student-centered/active learning students determine, through a variety of processes, what they will learn, how they will go about learning it, and when they have mastered the material. For example, sixth grade students might be grouped according to their interests in certain topics. They develop a project which includes group decision-making, what product will be developed,

and what and how it will be presented to the class. They also determine, in the process, how they will collect their information and when they have gathered enough information to understand the topic well enough to write it up and present it in class.

Special needs students should be more engaged in these kinds of meaningful learning activities. GATE students often are, while others often are not. Student-centered activities allow students to develop listening and speaking skills, reasoning, use of judgment, and problem-solving skills as they interact with their peers. Students who are actively engaged in this kind of learning are motivated and excited. They are genuinely invited to participate in and contribute to their own learning.

TRAINEE: Refer to "Student-Centered/Active Learning," page V-11.

Equal Status Interactions

The most important ingredient in these heterogeneous settings is to establish "equal status," student-student interactions. Each student within a group must be assigned a task or role that is critical to completion of the group task. Each student contributes, regardless of ability or other perceived status factors, and rewards are given for individual as well as group outcomes.

Heterogeneous, equal status groupings at the elementary school level may be characterized by the following:

- Students from various levels of English proficiency may be assigned to work as a group to accomplish a common task. Materials and resources are available to the students in both their primary language and English at appropriate reading levels.
- Students with different reading levels are assigned a group project. Each student is assigned an equal status, interdependent role based on each student's ability or interest. The most difficult reading assignments may be given to the best readers. They, in turn, teach relevant material to other group members. Poorer readers may quiz the more advanced students using questions prepared by the advanced students. Individual student improvement scores contribute to the group's total improvement score.
- A heterogeneous math or science class might be divided into groups for purposes of having students tutor each other on concepts they have not yet mastered. The premise is that students may be able to learn from each other more easily than from a whole group, teacher-directed lecture or demonstration. Cross-class matches of older with younger or more-advanced with less-advanced students allows the lower achievers who are "older" or in "more advanced" classes to serve as tutors and enjoy a rare opportunity for high status...and teaching is a good way to learn.

TRAINEE: Refer to the handout "Equal Status Interactions," V-12.

"FACTORS" BELIEVED TO "CAUSE" LOW ACHIEVEMENT

- Socioeconomic Status
- Parent Education Level
- Transiency
- Cultural and Linguistic Differences
- Ethnicity
- Etc.

. . . But Because these are "Givens" And Because there are Examples of . . .

- Individuals
- Classes
- Schools

. . . THAT HAVE OVERCOME THESE "FACTORS,"

WE MUST BELIEVE THAT. . .

- Underachievers Can Achieve,
- There Must Also be Educational "Factors" that Affect Achievement, and that
- There are Educational Alternatives that Will Help Underachievers Achieve.

NO MORE EXCUSES ...?

Factors and Causes

There has been an overwhelming abundance of data published over the past twenty-five years correlating a variety of factors with educational achievement: socioeconomic status; parent education level; ethnic, cultural, and linguistic differences; etc. There are two problems with this approach:

1. In mathematical terms, these data do "account for," "explain," or "predict" variations in outcomes among students--but only in mathematical terms. However, it is very common for educators and others to take the small conceptual leap from the mathematical reality of correlation coefficients to the educational reality of the classroom and begin to treat these factors as if they were "causes."

2. All of these factors or "causes" happen to be associated with the students themselves. Besides the problem of their being outside the control of the school, thereby absolving the school of any direct responsibility, attributing these factors to the students has also been referred to as "blaming the victim."

Pygmalion by the Numbers

With the perennial focus on these factors and their high correlations with achievement, it is no wonder that educators fall into the trap of supporting a self-fulfilling prophecy that students with these background factors are likely, even under the best conditions, to experience low levels of achievement. Examples of this kind of thinking are not uncommon. We need only listen to a principal "explain" low test scores to parents or the press by citing how many disadvantaged or LEP students there are in the school. Nor is it not uncommon for teachers with high numbers of such students to comment "...but you do realize what kind of students we have here..." Even the state CAP tests used to be reported exclusively in terms of "bands" or "comparison groups" of schools with comparable student populations. However, with the recent advent of the state's percentile ranking of schools, regardless of student composition, there has been a predictable hue and cry of "unfairness" by many educators who continue to adhere to a "factors-as-causes" theory of student achievement.

Exceptions as the New Rule

We could go on supporting the concept of educational disadvantages residing in students and "doing the best we can under the circumstances" but for a growing body of facts: there are an increasing number of contradictions to the "factors-as-causes" explanation of student outcomes. Of course, there have always been individual students who have "made it" in spite of their backgrounds: they are called "exceptions." Then there are whole classrooms under the direction of a charismatic master teacher that seem to defy the factors, e.g., Jaime Escalante (Stand and Deliver) and others recognized at the local, state, or national levels as "teachers of the year": these teachers are also called "exceptions." More significant, however, is a growing list of schools which enroll a majority of disadvantaged students and which are highly successful: are these "exceptions" as well?

In California alone, there have been many schools with 60% or more minority students that, despite the traditional odds, have been recognized as high performers. For example:

1. 110 of these schools (13 high schools, 18 middle grade schools, and 79 elementary schools) that have been recognized as California or National Distinguished Schools between 1987 and 1989.

2. In the same time frame, another fourteen schools were recognized as high achieving compensatory education schools by the state's Office of Compensatory Education.

3. In the late spring of 1988, 703 California schools with 60% or more non-white students met CAP targets and received a rating of "1" on the state's published High/Low list. And the Achievement Council has recently identified 12 turn-around high schools which were once considered among the 58 worst high schools in state.

With so many exceptions, it is becoming apparent that the more traditional "factors" can be viewed as predictors or causes only when we continue to run schools in more traditional ways. The schools discussed above prove "it does not have to be this way anymore." That is, factors or not, there is now abundant evidence that these students can learn at rates comparable to and sometimes better than their more advantaged peers -- but only when schools do things differently.

References

The following include descriptions of many of the schools mentioned above as well as others recognized by the U.S. Department of Education:

1. California State Department of Education, (1984 and 1987). Effective practices in achieving compensatory education-funded schools, vols. I and II. Sacramento, CA: California State Department of Education.

2. The Achievement Council, (1984). Excellence for whom? Oakland, CA: The Achievement Council.

3. The Achievement Council, (1988). Unfinished business. Oakland, CA: The Achievement Council.

4. U.S. Department of Education, (1986-88). Effective compensatory education sourcebook: Project profiles, vols. II-IV. Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office.

ACHIEVEMENT DEPRESSANTS FOR SPECIAL NEEDS STUDENTS

- HOMOGENEOUS ABILITY GROUPS / TRACKS

- UNEQUAL STATUS INTERACTIONS

  - STUDENT <--------> STUDENT
  - TEACHER <--------> STUDENT
  - SCHOOL <--------> PARENT

- TEACHER-CENTERED INSTRUCTION (100%)

  - WHAT TO LEARN (CURRICULUM)
  - HOW TO LEARN (INSTRUCTION)
  - WHEN YOU KNOW (TESTS)

RESEARCH ON HOMOGENEOUS ABILITY GROUPING/TRACKING

- DEPRESSES ACHIEVEMENT OF LOW ACHIEVERS
- LOWERS SELF-CONCEPT, SELF-CONFIDENCE, ASPIRATIONS
- MORE TIME SPENT OFF-TASK
- POORER INSTRUCTIONAL METHODS
- WEAKER CURRICULUM
- LOWER TEACHER EXPECTATIONS
- LESS INTERESTING
- LESS TEACHER PREPARATION FOR TEACHING

"THE CONTINUATION OF THIS FOLLY TEMPTS ME TO URGE ITS MANDATORY ABOLITION . . . "

JOHN GOODLAD
A PLACE CALLED SCHOOL

ALTERNATIVES TO HOMOGENEOUS ABILITY GROUP/TRACKS

- HETEROGENEOUS GROUPS/CLASS (NO MORE THAN 1/3 LOWS)
- WHOLE-CLASS INITIAL PRESENTATIONS/PRACTICE
- RECIPROCAL PEER TUTORING

  A<-------->B B<-------->A

- CROSS-AGE TUTORING

  OLDER LOWS -------->YOUNGER HIGHS

- FREQUENT REASSESSMENT AND CHANGES IN GROUP ASSIGNMENT
- COOPERATIVE LEARNING
- GROUP REWARDS/IMPROVEMENT SCORING
- PROCESS REWARDS: HELPING, PARTICIPATING, COOPERATING, PRAISING
- 2 DAYS HOMOGENEOUS/ 3 DAYS HETEROGENEOUS
- LESSONS ORGANIZED BY TOPICS/THEMES
- ENCOURAGEMENT TO ENROLL IN HIGHER-TRACK CLASSES
- TRIAL PLACEMENTS IN HIGHER-TRACK CLASSES WITH TUTORIAL SUPPORT

ALTERNATIVE = BALANCE

- MORE HETEROGENEOUS GROUPS / CLASSES
- MORE EQUAL STATUS, TWO-WAY, COOPERATIVE INTERACTIONS
- MORE STUDENT-CENTERED ACTIVITIES

STUDENT-CENTERED/ACTIVE LEARNING

- GROUP RESEARCH PROJECTS
- STUDENT-CONDUCTED SURVEYS
- COLLABORATION ON WORKSHEETS
- DEBATE TEAMS/PANELS
- DRAMATIC PRESENTATIONS
- STUDY GROUPS
- SERVICE PROJECTS
- INDIVIDUAL PROJECTS/READINGS
- STUDENTS' INTERESTS AND EXPERIENCES INCLUDED AS PART OF THE CURRICULUM
- STUDENT INPUT ON SOME INSTRUCTIONAL AND TESTING PRACTICES/POLICIES

EQUAL STATUS INTERACTIONS

- REFERENTIAL QUESTIONS (TEACHER <----> STUDENT)
- TWO-WAY, INTERDEPENDENT ACTIVITIES (DYADS)
- COOPERATIVE LEARNING ACTIVITIES (SMALL GROUPS)
- MORE OPPORTUNITIES FOR ACADEMIC AND NON-ACADEMIC RECOGNITION FOR LOW ACHIEVERS AND MINORITIES
- "COFFEES" AND COMMUNITY MEETINGS WITH PARENTS
- STUDENT INPUT INTO PROGRAM PLANNING, STUDENT SCHEDULING, SCHOOL POLICIES, ETC.

SPECIAL NEEDS CREDO

IN SPITE OF . . . SOCIOECONOMIC STATUS
. . . CULTURE
. . . LANGUAGE / DIALECT
. . . PARENT EDUCATION

ALL STUDENT POPULATIONS CAN EXPERIENCE ACCESS TO AND OPTIMAL PROGRESS THROUGH THE CORE CURRICULUM

BY MEANS OF . . . ACHIEVING HIGH STATUS AND
. . . INTENSE INTERACTIONS . . .

- STUDENTS <------> STUDENTS
- STUDENTS <------> TEACHERS
- STUDENTS <------> CURRICULUM

STUDENTS WITH SPECIAL NEEDS

SELECTED BIBLIOGRAPHY

Beyond Language: Social and Cultural Factors in Schooling Language Minority Students. Developed by California State Department of Education. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1986.

Seven articles on the sociocultural as well as linguistic aspects of schooling minority students. Authors include Cortes, Sue, Padilla, Ogbu, Matute-Bianchi, Heath, Moll, Mehan, Diaz, Kagan, and McGroarty. Topics include value conflicts, social theories and research, home-school language patterns, ethnographic research and application to school, cooperative learning, prosocial development, and implications for staff development of the content of the volume.

Cummins, J. "Empowering Minority Students: A Framework for Intervention," Harvard Educational Reviews, Vol. 56 No. 1 (February, 1986), 18--36.

Theoretical framework and supporting research on enabling vs. disabling schooling practices and policies in four domains: culture/language, pedagogy, community, and assessment. The most powerful theoretical statement to date to guide improved schooling outcomes for subordinated minorities.

Dawson, M. "Beyond Ability Grouping: A Review of the Effectiveness of Ability Grouping and Its Alternatives," School Psychology Review, Vol. 16 No. 3 (March, 1987), 348--369.

Comprehensive review of the literature, including several recent meta-analyses, on homogeneous vs. heterogeneous ability grouping. The unquestioned assumptions which underlie this pervasive practice, the negative effects for low achievers, and alternative promising practices are reviewed in detail.

Good, J. L. "Teacher Expectations and Student Perceptions: A Decade of Research," Educational Leadership, (February 1981), 415--421.

Review of the literature on teacher-student interactions in classrooms, i.e., the unconscious, differential treatment of perceived low and high achievers by teachers and the effects of such interactions on academic achievement, self-concept, and school attitude. This literature supports the teacher training program referred to as EOC (Equal Opportunity in the Classroom) or TESA (Teacher Expectations for Student Achievement) which has been successful at changing teacher behavior and raising teacher expectations for low achieving students.

Mercer, J. R., Iadicola, P. and Moore, H. "Building Effective Multiethnic Schools: Evolving Models and Paradigms," in School Desegregation: Past, Present, and Future. Prepared by Stephan and Feagin (Eds.). New York: Plenum, 1980.

Review of research on desegregation, racial bias, and schooling outcomes for minorities. Central thesis involves the promotion of equal status interactions, relationships, and policies from an institutional rather than a classroom perspective.

"Minority Access: A Question of Equity," Change, (May/June 1987), 35--39.

Comparative data, from the mid-seventies to the mid-eighties, on college admissions, graduations, and the pursuit of professional degrees by Whites, Blacks, Hispanics, Asians, and American Indians. Figures indicate a dramatic drop in earlier gains for these minorities on these indices.

Schooling and Language Minority Students: A Theoretical Framework. Developed by California State Department of Education. Los Angeles, CA: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles, 1981.

Five articles by Cummins, Krashen, Terrell, Legarreta-Marcaida, and Thonis on the latest theory and research supporting effective schooling for language minority students. Topics include the relationship of first language development to English academic achievement, second language acquisition, classroom language use, and reading instruction for bilinguals.

Slavin, R. E. "Synthesis of Research on Cooperative Learning," Educational Leadership, (May 1981), 655--660.

Review of the theoretical foundations of cooperative learning, the consistently positive results of a decade of research on this approach as used with majority and minority students at a variety of grade levels, and a brief explanation of several cooperative learning techniques. Outcomes include improved academic performance, self-concept, school attitude, and improved cross-racial friendships.

PARENT INVOLVEMENT

Schools and parents must share the responsibility of educating our children. Neither element acting alone can expect to accomplish the task. Research shows that schools and parents working together can have a significant positive impact on student achievement. Student's learning is enhanced when parents support instruction and are actively involved in their children's schooling.

School Improvement has always encouraged parent involvement and parent education as part of the site's ongoing planning process. Parents have assumed many roles including:

1. parents as supporters - attending school functions, fund-raising, making things for classrooms, enforcing a homework schedule

2. parents as policy makers/advocates - serving on advisory committees, writing letters to legislators, voting on budgets or school and district policies

3. parents as teachers - tutoring in classrooms, volunteering as tutors at a community center, helping their children with their homework; and

4. parents as students/audience - listening to their children talk about school and school work, being read to by their children, encouraging their children to write things to them or on their behalf, and having their children actually teach them what they are learning at school.

On January 13, 1989, the State Board of Education adopted a Parent Involvement Initiative. This initiative includes a State Board of Education policy on parent involvement. Included in this policy statement is the State Department of Education's plans to assist districts in developing and implementing comprehensive parent involvement programs.

The Office of School Improvement recognizes and endorses this policy and is committed to assisting in the effective implementation of parent involvement in educational reform.

The policy statement of the State Board of Education and the State Department of Education's plans for supporting this initiative are as follows:

CALIFORNIA STATE BOARD OF EDUCATION

POLICY

ADOPTED: January 13, 1989

SUBJECT: PARENT INVOLVEMENT INITIATIVE

REFERENCES:

Introduction

A critical dimension of effective schooling is parent involvement. Research has shown that students learn better if, in addition to being provided a good instructional program, they receive the ongoing support of parents and other adults. Research has also shown that schools, regardless of the communities they serve, can develop effective programs to involve parents in their children's education. The inescapable fact is that consistent high levels of student success are unlikely in the absence of long-term family support and reinforcement of the school's curricular goals.

Given the key role of parents in promoting effective schooling, the California State Department of Education is undertaking an initiative to assist school districts and schools in developing comprehensive, continuing programs of parent involvement at all grade levels and across all programs. The major goal of the initiative is to promote greater student success in all curricular areas by making schools and parents more productive partners in their children's education. The following sections describe a statewide policy and plan of action to ensure collaborative partnerships between family and schools.

The California State Board of Education recognizes that a child's education is a responsibility shared by school and family during the entire period the child spends in school. To support the mission of California schools to educate all students effectively, schools and parents must work as knowledgeable partners.

Comprehensive programs of parent involvement require schools to involve parents at all grade levels in a variety of roles. These programs should be designed to:

1. Help parents develop parenting skills and foster conditions at home that support their children's efforts in learning.

2. Provide parents with the knowledge of techniques designed to assist their children in learning at home.

3. Provide access to and coordinate community and support services for children and families.

4. Promote clear two-way communication between school and family about school programs and children's progress.

5. Involve parents, with appropriate training, in instructional and support roles at the school.

6. Support parents as decision makers and develop their leadership in governance, advisory, and advocacy roles.

These six types of involvement are not mutually exclusive and require a coordinated schoolwide effort. Success cannot be the sole responsibility of any single program (for example, Chapter 1 or School Improvement) or group of individuals.

Although parents come to the schools with diverse cultures, languages, and needs, they overwhelmingly share the school's commitment to the educational success of their children. School districts and schools, in collaboration with parents, must establish and develop programs and practices that enhance parent involvement and reflect the specific needs of students and families.

The State Department of Education will support school districts and schools in their efforts by:

1. Publicizing its commitment to parent involvement in the public schools.

2. Identifying promising programs and practices related to parent involvement.

3. Targeting funds for the development of programs, demonstration projects, and evaluations.

4. Providing school districts and schools with technical assistance and support to develop effective parent involvement programs by:

   a. Disseminating information and research on parent involvement and effective practices.

   b. Developing in-service education programs on parent involvement for teachers and administrators, and

   c. Working with colleges and universities that train teachers and administrators to develop effective preservice programs in school and family connections.

5. Incorporating specific criteria for effective parent involvement strategies into the Department's Program Quality Review.

6. Providing ongoing follow-up and evaluation of the effects of the Department's statewide initiative.

For additional information contact:

Zelma Solomon, Manager
Curriculum Services Unit
(916) 322-4040

State Department of Education
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814

REFERENCES

Publications available from the California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.
(916) 445-1260

Parent Involvement Programs in California Public Schools, 1987

Parents Are Teachers Too, 1984

Young and Old Together: A Resource Directory of Intergenerational Programs, 1986

Booklet available in English or Spanish from: Guidance Support Services, California State Department of Education, 721 Capitol Mall, Third Floor, Sacramento, CA 95814
(916) 323-0570.

Parents as Partners: Planning Early for Your Children's School Success and College Attendance, 1987

CHAPTER VI
RESOURCES

Good Morning

Welcome to Program Quality Review Training.

Please sign in each day. The sign-in sheet is located on the table at the front of the room.

While you are waiting for others to arrive, you may:

- Label the tabs in your manual to match those on the chart at the front of the room.
- Write your name with a felt pen on the 5 x 8 card located inside your manual. Place the card on the table so others are able to see your name.
- Write your name, the name of your district, position, and experience with Program Quality Review on the 3 x 5 card.

TRAINING MANUAL TABS

I. Planning and Implementation

II. Quality Criteria for Elementary Schools

III. The Program Quality Review Process

IV. Practice Exercises and Scenarios

V. Special Needs and Parent Involvement

VI. Resources

Goals of Program Quality Review

Goal 1: Process - Improve student outcomes by stimulating a school community to do an analysis of its program through a Self-Study, use this information together with the results of the Program Quality Review to plan for improvements, and implement the Suggestions and Action Plans generated by the review.

Goal 2: Standards - Promote a high quality curriculum, effective instruction, and a responsive school organization through the use of the Quality Criteria as standards of effective schooling for all student populations at the school.

Goal 3: Statewide Networking and Professionalism - Promote the networking of educators throughout California for the purpose of sharing successful practices and problem solving, developing collegiality, and supporting educational professionalism by providing them a critical role in the statewide school improvement effort.

ANALYZING A CRITERION

1. Read the entire criterion, Visualizing what it would look like in a real school setting.

2. Identify the Major Themes of the criterion and Key Ideas within each theme.

3. Identify the Information that should be collected for each major theme.

4. Identify the Procedures that should be used to collect the information for each theme: interviews, observations, and documentation.

IN-DEPTH AREAS

1. Three curricular criteria or one schoolwide and two curricular criteria.

2. Chosen by the school community either before or after the Self-Study.

3. Indepth areas are reviewed in terms of State Frameworks, Handbooks, and Curriculum Guides.

4. All Themes and significant Key Ideas are reviewed and reported on.

5. Three Suggestions from the indepth areas are developed into Action Plans.

Special Needs Populations

- Underachievers
  (Chapter 1/SCE)
- Limited English Proficient
- Special Education
- Gifted and Talented

Categorical Services

Resources must improve the students' program through:

- ***Modes***: visual and auditory, cooperative and competitive, primary language, sheltered English, and mainstream English instruction...

- ***Intensity***: better and more frequent student feedback, more frequent practice, more exposure to the teacher...

- ***Variety***: instructional activities and resources, supplementary materials and equipment, simulations, small group work, projects, games, student contracts...

The Self-Study Report

The Self-Study Report should include:

1. A description of how the school's program compares to each quality criterion,

2. Identification of strengths for each criterion,

3. Identification of areas of improvement for each criterion and an analysis of why things are as they are,

4. Suggestions for improvement, and

5. Tentative Action Plans.

How the Review Team Uses the Self-Study

The Self-Study:

1. Provides general information and history about the school prior to the on-site review,

2. Is analyzed by reviewers to determine matches and gaps as compared to the quality criteria and to identify issues to pursue later in the review,

3. Is the agenda for the Review Preparation Meeting,

4. Is a point of reference throughout the review for clarifying the school's perception of its program and its vision for future improvement, and

5. Is <u>one</u> factor the Review Team uses as it determines which Suggestions will be most beneficial to the school.

PQR QUIZ

A brief quiz is to be given to all trainees before the completion of training. The major purpose is not to grade or evaluate individual trainers or trainees. Rather, it is to help guide both to focus on the most important PQR policies and messages.

Ideally, the quiz should be administered just before the end of training, and the trainer should review the answers with the group before leaving. Appropriate parts can also be administered at the end of each day of training. If there is not time for either of these options, trainees should complete the quiz on their own as a review before they go on a PQR.

For trainees, this exercise helps summarize the most significant concepts in the training. Taking the quiz also gives trainees feedback on what they have learned thus far. This self-feedback will help trainees know what to be sure to review before they go out on a PQR. For trainers, the responses of the trainees as a group will indicate if the proper amount of time and emphasis have been placed on the major points during the training. This feedback can be used by the trainer to modify future trainings.

In light of the overwhelming amount of information to be internalized in preparation for a PQR, it is hoped that this exercise will help everyone focus on the most significant points as well as provide the feedback necessary to improve the quality of the training and the outcomes.

OFFICE OF SCHOOL IMPROVEMENT
1989-90

PQR QUIZ ITEMS - 1989-90

1. What terms have replaced "Key School Planners," "Assistance Plans," and "Program Quality Review Criteria"?

2. What component of the Report of Findings helps ensure that the school will seriously consider following up on the Suggestions?

3. What component of the Report of Findings is designed to help the school improve its Self-Study before the school's next PQR?

4. What kind of follow-up during the PQR is there regarding the school's implementation of the Suggestions and Assistance/Action Plans generated by the last PQR?

5. What effect should extremely low student outcome data have on the Report of Findings?

6. What are the "student populations" to which the Quality Criteria are applied? What effect should the concept of "student populations" have on collecting information for the Self-Study during the review and for the Report of Findings?

7. What role should representatives from the district office play in the Self-Study and program review?

8. What is the policy on the number and type of "in-depth areas"?

9. When is it appropriate to give a school a Recognition of Program Strength, i.e., on what should it and should it not be used?

10. What role do the state's curriculum guides, standards, handbooks, frameworks, and other publications on reform play in program review?

11. What role do the Quality Criteria play in the statewide reform effort, and in what major activities are they used?

12. How is a PQR equally helpful for both the highest and the lowest achieving schools in the state?

13. What is the product of a comparison of the school's program with the Quality Criteria?

14. Why should we no longer consider socioeconomic status, ethnicity, limited-English proficiency, parent education level, or parent occupation index as "causes" of poor student performance?

15. What are the three major approaches discussed in the training for improving the outcomes of underachieving (special needs) students?

16. What are the four major roles for parents in support of their children's academic success? Which are the most important?

17. What is one key idea common to all the latest curricular criteria?

18. Choose a curricular criterion and list 4 - 5 of the most significant key ideas:

19. Choose a schoolwide criterion and list 4 - 5 of the most significant key ideas:

20. What schedule has the SDE established for the revision or development of new Quality Criteria?

PQR QUIZ ITEMS - 1989-90

1. What terms have replaced "Key School Planners," "Assistance Plans," and "Program Quality Review Criteria"?

   - o Leadership Team
   - o Action Plans
   - o Quality Criteria

2. What component of the Report of Findings helps ensure that the school will seriously consider following up on the Suggestions?

   - o Tentative calendar for implementation of the Suggestions

3. What component of the Report of Findings is designed to help the school improve its Self-Study before the school's next PQR?

   - o the Self-Study Feedback (process, data use, product, and recommendations)

4. What kind of follow-up during the PQR is there regarding the school's implementation of the Suggestions and Assistance/Action Plans generated by the last PQR?

   - o analysis of the implementation of the previous Suggestions and Assistance/Action Plans included in the Report of Findings

5. What effect should extremely low student outcome data have on the Report of Findings?

   - o The Report of Findings should reflect a school with serious needs for improvement

6. What are the "student populations" to which the Quality Criteria are applied? What effect should the concept of "student populations" have on collecting information for the Self-Study during the review and for the Report of Findings?

   - o average, GATE, and LEP students; students achieving at a level significantly below their peers, those receiving special education instruction and services, and students who are members of ethnic groups underrepresented in colleges and universities

   - o Reviewers should look for quantitative and qualitative data in the Self-Study Report and during the review that show the effects of the program on each student population in each criterion. The Report of Findings should reflect the school's conspicuous successes or failures with any of the student populations.

7. What role should representatives from the district office play in the Self-Study and program review?

   - o a representative of the district's mainstream curriculum and instruction office(s), in addition to someone representing categorical programs, should participate on the Leadership Team during the Self-Study and the review, especially during the development of the Action Plans and the calendering of the Suggestions.

8. What is the policy on the number and type of "in-depth areas"?

   - o The school chooses three in-depth areas: two curricular and one schoolwide or three curricular.

9. When is it appropriate to give a school a Recognition of Program Strength, i.e., on what should it and should it not be used?

   - o for the exemplary implementation of an entire criterion
   - o for the exemplary implementation of an aspect of a criterion
   - o for significant gains in program quality or student outcomes related to a criterion

10. What role do the state's curriculum guides, standards, handbooks, frameworks, and other publications on reform play in program review?

    - o basis for the content of the Quality Criteria
    - o supplement to reviewers and to the school for the Self-Study, the PQR, and Report of Findings

11. What role do the Quality Criteria play in the statewide reform effort, and in what major activities are they used?

    - o They are statements of the ideal program and include all the major SDE reform messages. Their role is to serve as goals to which schools are asked to aspire.
    - o planning, implementing, Self-Study, and PQR

12. How is a PQR equally helpful for both the highest and the lowest achieving schools in the state?

    - o It generates for both their "next best steps for change."

13. What is the product of a comparison of the school's program with the Quality Criteria?

- o the "matches and gaps"

14. Why should we no longer consider socioeconomic status, ethnicity, limited-English proficiency, parent education level, or parent occupation index as "causes" of poor student performance?

- o because these "factors" are "givens" and beyond the control of most educators
- o because there are many examples of individual students, classes, and whole schools of students who suffer from these factors and who have been academically successful
- o because there are educational strategies that have a record of success with such students in spite of the negative factors

15. What are the three major approaches discussed in the training for improving the outcomes of underachieving (special needs) students?

- o more heterogeneous grouping
- o more student-centered activities
- o more equal-status interactions

16. What are the four major roles for parents in support of their children's academic success? Which are the most important?

- o parents as supporters
- o parents as policy makers/advocates
- o parents as teachers
- o parents as students/audience

17. What is one key idea common to all the latest curricular criteria?

- o integration of curricular areas
- o critical thinking across curricular areas
- o meaning-centered curriculum, skills learned in context
- o etc.

18. Choose a curricular criterion and list 4 - 5 of the most significant key ideas:

English-Language Arts:

- o literature based
- o integration of the 4 skills
- o writing as a process
- o meaning-centered, skills learned in context
- o teacher-directed and student-centered activities

19. Choose a schoolwide criterion and list 4 - 5 of the most significant key ideas:

Planning, Implementing, and Evaluating the School Program:

- o Planning is a collaborative process.
- o Procedures for ongoing planning and evaluation are known to all.
- o Curriculum, instruction, and evaluation are aligned.
- o Resources are allocated in ways which support school goals.

20. What schedule has the SDE established for the revision or development of new Quality Criteria?

- o the Curriculum Review, Improvement, and Implementation Cycle (SDE Advisory CIL: 87/8-9, November 23, 1987, from James R. Smith, Deputy Superintendent), also, the "1 - 2 - 3."

INSTRUCTIONS

EVALUATION OF TRAINEES FOR CERTIFICATION

(To be completed by trainer)

Below are the criteria to be used in evaluating each trainee and assigning a probable performance level rating. This recommendation is to be made by the trainer on behalf of the State Department of Education.

CRITERIA

1. Attendance (must complete one or two full days of training as appropriate)

2. Knowledge of program/content (e.g., curriculum, instruction, state frameworks/guided handbooks, the improvement process, consolidated application programs and characteristics of different student populations, and the program review process)

3. Attitude (e.g., commitment to program review process, willingness to participate in training activities, receptivity to new ideas, recognizes own biases)

4. Interpersonal skills (e.g., tact, patience, humor, sensitivity, ability to collaborate, etc.)

5. Process skills (e.g., active listener, responsive interviewer, informed observer, constructive problem solver, ability to focus on the most important evidence, report findings in ways that will be useful to the school, good writer, effective speaker, etc.)

PROBABLE PERFORMANCE LEVELS

Rate each trainee 1, 2, 3, 4, or 5 and use the comment column to elaborate each rating on the Certification of Trainees Sheet.

1. The trainee would be an effective lead reviewer.

2. The trainee is a potential lead reviewer.

3. The trainee is competent to conduct reviews.

4. The trainee requires additional support by the lead reviewer. Upon the completion of the first program review, this trainee will be reevaluated by the lead and re-designated on the 1-5 scale.

5. The trainee does not have the skills required for program review at this time.

Program Quality Review Training
Evaluation Form
To be completed by Trainees

Name of Trainer(s) _____

Date(s) of Training _____ Location _____
Month/Days/Year

Training for:

❑ Elementary Reviewers ❑ Middle Grade Reviewers ❑ High School Reviewers

Your Name and Address (optional) _____

_____ Phone _____

Directions: Please check the box that represents your rating for each of the dimensions listed below. You may provide additional written comments if you wish.

I. TRAINER(S) EVALUATION

Organization

The trainer's goals and objectives were clear and the presentation was well paced and sequential. Visuals, printed materials and related activities were smoothly integrated into the presentation.

poor					excellent
❑	❑	❑	❑	❑	
1	2	3	4	5	

Comments:

Knowledge

The trainer appeared to understand the philosophy, mechanics and state policies related to the PQR process thoroughly and was well-acquainted with criteria, Self-Study, and review team responsibilities.

poor					excellent
❑	❑	❑	❑	❑	
1	2	3	4	5	

Comments:

Personal Characteristics

The trainer was energetic, motivating, interesting, responsive to the audience, patient, and used humor appropriately.

poor					excellent
❑	❑	❑	❑	❑	
1	2	3	4	5	

Comments:

II. MATERIALS AND ACTIVITIES

Handbook, manual, other materials and visuals

Documents and visuals were clear, well organized, and presented appropriately.

poor ❑ ❑ ❑ ❑ ❑ excellent
1 2 3 4 5

Comments:

Group Activities and Exercises

Exercises were appropriate and helpful in clarifying and reinforcing concepts.

poor ❑ ❑ ❑ ❑ ❑ excellent
1 2 3 4 5

Comments:

How well prepared do you feel for your PQR experience by virtue of the training you have received?

- ❑ Well prepared
- ❑ Adequately prepared
- ❑ Not prepared (please explain)

Please use the space below for any additional comments that will help us assess the quality of the trainer(s), visual materials, exercises and documents.

Please hand in your completed form to the trainer(s) or mail to:

Office of School Improvement
721 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244-2720

Phone: (916) 322-5954

NEW QUALITY CRITERIA

FOR

ELEMENTARY SCHOOLS

ENGLISH AS A SECOND LANGUAGE

The English-as-a-second language (ESL) program is planned with clearly stated goals and objectives for having students acquire native-like communicative competence in English. The program enhances students' self-confidence and promotes language proficiency for personal, social, and educational purposes. The curriculum moves students from early to advanced levels of proficiency in listening, speaking, reading, and writing. Through both the curriculum and instruction, students learn to accommodate the sociocultural similarities and differences between the native language setting of the home and the second language environment of the school.

ESL instruction develops students' abilities to use English as a means of gaining knowledge, acquiring skills, and communicating with others. It enhances higher order thinking across the ESL and core curriculum; promotes academic skills in the content areas; and strengthens students' abilities to listen actively, speak fluently, read efficiently, and write effectively. Students engage in both teacher-directed and student-centered activities which are or simulate authentic uses of English by native speakers. Teachers and students approach learning as developmental and do not make unreasonable demands for grammatical accuracy over communicative function and the natural stages of second language acquisition.

Qualified teaching and support staff are sensitive to students' needs. Materials accommodate students' interests, backgrounds, and levels of language proficiency. Identification and assessment practices ensure recognition of students' strengths and result in proper placement. Assessment for achievement is holistic and competency-based and is aligned closely with the content and format of the ESL curriculum and instruction. There is active collaboration and staff development among professional, paraprofessional, and volunteer staff members in the program.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
There is a written description of what constitutes successive levels of language competency, and students experience a smooth transition between levels and schools.	There is little or no articulation between schools and levels for ESL students.
Printed materials with authentic language and situations correspond to students' ages and English proficiency levels.	All students use the same texts regardless of ESL proficiency level or age; there are no materials for some students, especially those who are preliterate. Printed materials often contain overly simplified, contrived, or stilted text.

The ESL program is meaning-centered and literature-based; it is supplemented when necessary with direct instruction in vocabulary, grammar, and pronunciation related in meaningful ways to and in the context of the ESL and academic core curriculum.	Material is often disjointed and skill- or grammar-based without meaningful ties to literature or to the other features of the English-language arts curriculum.
Non-English speakers who are literate in their first language have access to the core curriculum through both materials and instruction in that language.	There are few or no materials in the student's native language related to the core curriculum.
The ESL curriculum, materials, instructional practices, and expectations reflect high standards and are consistent across classrooms.	Instruction by teachers of the same levels differs greatly in quality, content, and outcomes.
Technology (e.g., videos, films, recordings, tapes, and computers) provides a variety of language experiences for ESL students.	There is little or no technology available to ESL students.
Instruction	
ESL instruction is developmental in nature and allows students to acquire English to their fullest potential at a pace appropriate to their ages and developmental levels.	ESL instruction is perceived as remedial to correct the language problems or deficits of the ESL students.
Various approaches appropriate to students' language levels, academic proficiency, and communicative needs are used. Approaches include frequent student-centered, activity-based instruction.	Whole-class direct instruction is the dominant mode offered in the ESL program.
Direct instruction in handwriting, sound-letter correspondence, and pronunciation is based on assessed need and is provided in the context of the communicative, meaning-based ESL curriculum.	Intensive drill and practice in handwriting, decoding, mechanics, and minimal pair sounds predominate.
Cooperative, heterogeneous experiences provide rich opportunities for student-student interactions--both in ESL across language groups and proficiency levels and within content classes between ESL and native English speakers.	Teachers assign students to roles in groups which keep ESL students from participating fully in class or from interacting with native English speakers.

Students' home languages and cultural experiences are incorporated into the curriculum and instruction.	No effort is made to use the rich variety of languages and cultures of the ESL students in class. Students are sometimes forced to deny, relinquish, or ignore their heritage.
Methods and materials of instruction instill self-confidence and self-esteem.	Students are often criticized and corrected in public for their English usage.
In large groups, small groups, and dyads, students discuss ideas and values related to the core readings, with instruction focused on helping students develop new insights into their own lives and those of others.	Skill sheets are central to the curriculum. Students passively complete skill sheets and read controlled-vocabulary stories in order to develop correct speech, complete prescribed writing assignments, and comprehend conventional interpretations of texts. Any formal teaching of literature is limited to the study of plot, character development, vocabulary, and grammatical structures.
A range of thinking skills is taught in the context of worthwhile literature. A wide range of thinking develops as students read, write about, and discuss the meanings they discover through this literature.	Thinking is perceived as distinct, separate, and hierarchically arranged levels. Thinking instruction is separated from the language development and content instruction.
Students in all subjects learn to use the writing process flexibly, with attention to the different strategies necessary for the different kinds of writing people actually do. Writing instruction begins with encouraging fluency and content before correctness of form, handwriting, and spelling. Students focus on making sense of what they read, write, and discuss; and teachers assess progress in terms of function and fluency rather than correctness.	Only low-level writing tasks are taught, often without purpose and without incorporating students' personal ideas and experiences. Students are taught formulas for written products (e.g., the five-paragraph essay and the paragraph with a fixed topic sentence). The purpose is to promote grammatical and structural correctness. Handwriting and spelling are taught as separate subjects apart from literature-based writing.
Oral language proficiency is encouraged through a variety of listening and speaking activities for individuals and groups in settings where meaning is sought and negotiated from literature and real-life experiences.	Only the best students are encouraged to speak, and the activities are not connected to reading and writing. Opportunities for self-expression in individual and group settings are limited. Verbalization consists of one-word responses to teachers' questions.
School Environment	
All adults responsible for the instruction of ESL students encourage the use and mastery of the language arts in all subject areas. They introduce and model the listening,	Instruction in the language arts is relegated to language arts lessons. Teachers and other adults infrequently share their own readings and writings with students.

speaking, reading, writing, and thinking strategies that students are to employ.	
The entire school community supports and models effective listening, speaking, reading, and writing.	Members of the school community are apathetic about the importance of highly developed language arts abilities for ESL students; the focus for these students is minimum proficiency for survival purposes.
Planned curricular and extracurricular experiences facilitate positive student interactions inside and outside class with native speakers of English.	ESL students do not participate in extracurricular activities and are kept in low-track classes or instructional groups separate from native speakers of English for the entire day.
ESL students receive general fund services supplemented by categorical funding for enrichment. There is a wide variety of printed, audiovisual, and manipulative materials for all ESL students at all levels of development and in all subject areas.	ESL students receive services paid only from categorical funds (e.g., Chapter 1, Migrant Education, EIA-LEP), which relieves the district from funding basic ESL services. Materials for ESL students are limited primarily to those provided for native English speakers.
Home Environment	
Parents are encouraged to use their most fluent language when communicating with their children at home. There is frequent, systematic, and purposeful communication between the school and homes of the ESL students.	Parents are told to use only English even when they do not speak it well themselves. There are few, if any, successful attempts to communicate with the parents or guardians of these students.
Resources, both people and materials, from the ESL students' communities are integrated into the curriculum.	The school has not acknowledged, identified, or utilized the community resources or language groups represented in the ESL program.
Staff Development	
The school's in-service programs frequently address: • Communication-based aural-oral skills development for ESL students • Literature-based curriculum and methods for teaching ESL students • The nature of learning and development of higher order thinking processes	There are rare opportunities for teacher training. In-service programs do not address second-language development or strategies for teaching content to non-native speakers. The ESL staff is omitted from literature-based staff development activities.

• ESL teaching competencies, including knowledge of language acquisition, assessment, cross-cultural and interpersonal communication skills, and content-based instruction • Writing process approaches • Collaborative implementation of staff development and new teaching strategies, collegial problem-solving, and coaching across curriculum areas	Only low-order cognitive skills are addressed in the training of ESL staff. ESL staff members are trained in rote drill and practice and are not updated on the integration of language processes, thinking, and concept development for ESL and content instruction. Approaches to teaching writing which emphasize form and correctness predominate. Staff members do not train together across curriculum areas, nor do they solve problems together or coach each other on new strategies.
Assessment	
Staff members are trained and employ assessment practices which include authentic holistic measures aligned with the modes through which students learn the knowledge and skills being assessed. The evaluation of students' individual and group work in class over time is as important as formal testing in assessing student progress.	Staff members are provided no training in second-language assessment and use paper-and-pencil tests that are often the same ones given to native English speakers.
Credit is granted for work that meets the district's requirements in subject-matter classes in the native language of the student. There are provisions for placing students based on demonstrated proficiencies. All ESL classes count toward graduation requirements in English-language arts.	Graduation credit for English is not granted for all ESL work. Transcripts from other countries are not used to grant subject-matter credit. ESL students must take all classes in lockstep order without allowance for previous creditable coursework in their primary language or for demonstrated competencies.
Auxiliary Support	
All adults who interact with ESL students demonstrate high expectations for these students and frequently recognize these students' strengths and progress publicly.	ESL students are perceived as slow learners and are placed in remedial tracks or instructional groups for language and content instruction.
The school library contains an extensive collection of materials which provide access to the core curriculum for ESL students, including supplementary and audiovisual materials. These are available in the native languages of the students as well as in English at a variety of proficiency levels, and there are personnel available to assist students in taking advantage of them.	Few or no books in the students' native language can be found in the library. Only books for native English speakers are available. There is no range of materials for beginning, intermediate, and advanced ESL students, nor are there personnel to assist these students in the library.

The school's guidance services, health services, and extracurricular activities are accessible to students still acquiring English.	Little or no native language support is available for guidance and health services, effectively precluding student access for those who speak little English. ESL students must wait until they have English skills to participate in extracurricular activities.
The special nature of ESL populations in terms of their refugee or immigrant status and possible migrant conditions are addressed by the school to minimize their negative effects on student learning.	The school policies reflect a lack of sensitivity or awareness of the adverse circumstances of many ESL students and the negative effects these conditions can have on student learning.
Teachers of other subjects recognize the special needs of ESL students and adjust their teaching accordingly by providing sheltered or bilingual instruction.	ESL students must wait until they have English proficiency before they can effectively study other subjects. Teachers of these subjects make no modification in their direct instruction in English.

INTEGRATED CURRICULUM

The program integrates ESL instruction with the instruction that students receive in the core curriculum. They learn the ethics, values, customs, and beliefs that are prevalent in the United States and achieve cultural literacy. The processes of listening, speaking, reading, and writing are integrated throughout the ESL curriculum. Students learn to recognize and appreciate the interdependence of oral and written language as they use both for understanding and expressing ideas in a variety of fields of knowledge. They see language as a means for thinking and creative expression.

The ESL curriculum is communicative-based and is supported by materials appropriate for students of preliterate to fluent English proficiency. These include literary works from the core curriculum, provided through nonprint media when necessary for students whose English proficiency does not yet permit them to experience the works fully through print. Students are also offered comparable selections in their native language if they are literate in that language. The literature available to students in ESL programs represents cultural and linguistic diversity in a variety of genres. Intermediate and advanced students in ESL programs read the core literature available for native English speakers.

ESL AND THE CONTENT AREAS

While they are developing English proficiency through ESL, students are also acquiring English through content instruction. All teachers use language in ways which ensure student comprehension, and content instruction provides opportunities for students to develop listening, speaking, reading, writing, and thinking skills in the language of all the core subjects--language arts, mathematics, science, history-social science, visual and performing arts, physical education, foreign language, and other subjects included in the school's curriculum.

- students, including those involved in the Self-Study, school leaders, minority students, others
- administrators, coordinators
- district office personnel
- volunteers, paraprofessionals, classified staff

o Major topics to be discussed should be established prior to the interview by the team under the direction of the Lead and for the purpose of comparing the Quality Criteria.

- Role of the Interviewer

o Establish a comfortable climate

- Introduce the team.
- Make a brief opening statement which clarifies:
  - o the purpose of program reviews
  - o what the review team is looking for - i.e., matches and gaps with the Quality Criteria
  - o why the interview is taking place
  - o what information is being sought
  - o how the information will be handled--confidentially
  - o how the information will be used--for the Report of Findings to improve the school

o Facilitate the interview

- Maintain eye contact with the person responding.
- Know in advance what information you want to find out.
- Ask clear and appropriate questions.
- Know when to move on to the next question.
- Share opportunities for questions among team members and the interviewees.

B. Conducting an Interview

o Questions can be based on experience/fact.

- o In most instances, questions should contain one issue.
- o Multi-issue questions often cause tension for the interviewees.
- o Determine what has happened or is happening.
- o Ask questions about the interviewee's experiences.
  - "How were you involved in planning the program?"

- "How did you decide . . .?"
- "What do you know about . . .?"
- "How do you feel about . . .?"

C. Facilitating Productive Interviews:

o Ask role playing questions:

- "If I were a student in your school..."
- "If I were a new parent in your school..."
- "If I were a compensatory education student in your classroom..."

o Give feedback to extend, clarify, and validate other statements and observations.

o Build upon information already gathered during observation and reviews of documentation.

o Give a picture of what you have seen so far without giving any personal interpretations:

- "Let me share with you what we know so far about your writing program from talking with teachers, students, and aides. When I'm finished, I'd like your responses as to whether my perceptions are accurate, what we've missed, and what we need to see tomorrow."

- "During my visitations in your classrooms, I have noticed..."

KEEP IN MIND

- o ***Know what you're looking for based on the Quality Criteria.***
- o ***Ask clarification on follow-up questions.***
- o ***LISTEN to responses.***
- o ***Try to elicit responses from everyone in the group.***
- o ***Allow adequate time for responses.***
- o ***Begin and end on time.***

INSTRUCTION

Instruction is developmental and includes a variety of communicative, meaning-based approaches which incorporate a range of thinking skills. All students receive teacher-directed and student-centered instruction which encourages them to respond effectively to subject matter. Activities promote active individual and cooperative learning. Instruction includes use of students' home languages and cultural experiences, promotes self-esteem, and reflects high expectations for all students. Classroom materials and activities draw on real life as well as on literature. Students' language proficiencies are nurtured through a variety of oral and written language development activities appropriately paced for students' developmental levels. Instruction addresses language needed for survival, for specific content areas, for varied social contexts, and for critical thinking. It also addresses pronunciation, vocabulary, and grammar for refinement of fluency within the context of meaningful language and authentic activities. Students in ESL programs interact frequently with each other and with native speakers inside and outside class in both formal and informal activities.

TRANSITION FROM ORAL TO WRITTEN ENGLISH

Oral language development precedes and prepares students specifically for initial reading and writing activities. ESL lessons ensure that preparation for reading and writing in English is well established, both aurally and orally, that expectations for writtenlanguage are matched to oral language competence, that lessons ar based on students' prior knowledge, and that opportunities for the integration of oral and written language skills are provided. The district or school or both have written criteria and procedures that guide the decisions of the subject-matter and ESL teachers on when to introduce students to formal English reading.

ESL methods and materials for students who are not literate in English rely heavily on students' background experiences. With non-literate students, teachers use pictures, real objects, gestures, audio-visual materials, and other ways to convey meaning as students develop essential oral language and literacy skills. Flexible grouping in these aural/oral activities allows literate and nonliterate students to work together.

SCHOOL ENVIRONMENT

The school community accepts students' home languages and native cultures. Staff members also model the effective use of English and encourage students who are ready to use English for social and academic purposes. The school values and supports ESL students' efforts to acquire English, and all school personnel contribute to a climate of acceptance and welcome for these students and their families. Planned curricular and extracurricular experiences with native English speakers promote full access to school life for all ESL students.

HOME ENVIRONMENT

The school staff maintains frequent contact with the home through conferences, school events, and home visits. Parents are encouraged to nurture their home languages and cultures as a means of enriching their children's knowledge of their heritage and strengthening their self-concepts. Parents visit classrooms and share experiences of their homelands.

EVALUATION AND ASSESSMENT

Student progress is evaluated by means that are consistent with instruction. Both subjective and objective measures are applied,

including teacher observations, rating scales, student interviews, informal tests, standardized tests, and appraisals of students' work. The students and their parents have the opportunity to review the ata collected and to respond.

ESL program assessment consists of multiple measures of program effectiveness, including achievement gains, staff and parent support, and observed use of English both inside and outside the context of the ESL program. Based on these data, changes in the program are made to ensure each student's maximum achievement.

PROGRAM SUPPORT

The principal, teachers, and other school personnel are well informed about the goals and objectives of the ESL program and offer their enthusiastic professional and material support. Qualified teaching and support staff are sensitive to and appreciative of ESL students' potential and strengths. They take an interest in listening to and speaking with the students about their interests, backgrounds, problems, and successes. They offer praise for students' accomplishments in learning English and in using English to communicate socially and during ESL and content instruction. The budget of the school reflects ESL expenditures from both district and categorical funds for materials, supplies, personnel, and staff training necessary to carry out an effective ESL program. To ensure student progress, there are appropriate staffing ratios, groupings of students, and time to plan for active student learning.

Materials of many levels of difficulty are available in the classroom and the media center. Both print and nonprint media are used. ESL students use tapes, records, computers, and other technology as resources for generating and receiving authentic communications. The room arrangement allows students to work individually, in pairs, in small groups, or as a whole class. Peer interaction with native speakers of English is encouraged, occurs regularly, and is effective in promoting positive social and linguistic outcomes.

STAFF DEVELOPMENT

Collaborative staff development among professional, paraprofessional, and volunteer staff members includes training in communication-based second-language acquisition and literature-based language arts and subject-matter instruction in English for non-native speakers. The training promotes strategies for higher-order thinking, cross-cultural understanding, and ESL reading and writing. There are regular opportunities for collegial discussions and/or peer coaching related to the staff development program. Adequate planning time is provided for ESL and subject matter staff.

There is a program for the recruitment, selection, and training of staff to ensure qualified, well-prepared, and properly credentialed teachers. Teaching competencies include demonstrated proficiency in spoken and written English; experience in learning another language; understanding of other cultures; knowledge of first- and second-language acquisition theory and research; ability to use effective second-language teaching strategies for ESL and subject-matter instruction; knowledge of the interrelationships among bilingual, ESL, and mainstream programs; and knowledge of first- and second-language assessment.

EXEMPLARS

Curriculum

- The ESL curriculum includes written standards of expected student achievement in developing communication skills, including :
  - Preproduction level--following simple commands

- Intermediate fluency level--reading proficiency equal to aural understanding
- Advanced level--discussions about personal history, leisure activities, core-content subjects, and current events

- Beginning ESL students grasp concepts through visuals, pantomime, role play, native language use, and other meaning-based activities. For the special needs, interests, cultural backgrounds, and abilities of the intermediate and advanced students, core, extended, and recreational works of literary merit are selected.

- A student-centered curriculum reflects students' own writings, projects, and oral and written expressions of personal opinions, ideas, and reactions to readings and activities. Students engage in activities similar to those developed in the California Writing Project: freewriting, drafting, responding, revising, editing, and postwriting.

ESL and Content Areas

- ESL and content teachers are familiar with the students' language proficiencies and use this knowledge to facilitate students' language and concept development.

- Listening, speaking, reading, writing, and thinking are developed in specific core subjects through such sheltered English instructional strategies as:

  - Extensive use of audiovisuals, gestures, and other context clues
  - Access to native language support
  - Cooperative learning and other interactive activities
  - Meaning-based reading and writing activities consistent with the California writing and literature projects

Instruction

- Developmental language acquisition approaches :

  - Allow for the development of thinking and listening before production.
  - Use language related to real life.
  - Require teachers to expand on what students say by adding details natural to the context.
  - Involve questions for which multiple responses are appropriate and which offer unique response opportunities from students.
  - Require teachers to restate ungrammatical student utterances in correct form to clarify communication rather than correct student errors directly.
  - Follow a progression from preproduction, early production, speech emergence, intermediate fluency, and full fluency to meet the range of needs for preliterates, beginners, intermediate, and advanced ESL levels.

- Communicative ESL methods include total physical response (TPR), the natural approach, suggestopedia, information gap activities, the language experience approach, music and other rhythmic techniques, poetry, storytelling, role play, drama, readers theater, games, affective activities related to confluent education and values clarification, critical thinking and problem-posing, cooperative learning, and computer-assisted instruction.

- Students acquire correct pronunciation, vocabulary, spelling, handwriting, and grammar through comprehensible input, meaningful modeling, and practice in personalized contexts, such as student-invented stories, individual spelling dictionaries, and peer reading/writing response groups for clarifying and expanding written work.

- Active student learning includes the promotion of cognitive learning strategies:
  - Self-monitoring--self-questioning, predicting
  - Rehearsal--repetition, copying, underlining
  - Elaboration--paired associations, analogies, metaphors
  - Information organizing--outlining, mapping, summarizing
  - Affective--focusing attention, self-rewards, self-praise
  - Personal--relating to prior knowledge, personal experience, and past events
- In all classes teachers treat their perceived low achievers in ways similar to how they treat their high achievers in terms of opportunities to respond, help in responses, and positive feedback; they create situations where all students' ideas are important.
- Students are provided an additive language environment in which they acquire a second language without abandoning their mother tongue.

Transition from Oral to Written English

- Preparation for reading and writing includes aural comprehension activities and having students read first that which they already understand and can produce orally (e.g., the language experience approach).
- Written standards for transition from oral to written English for ESL and content areas focus on students' strengths in using whole language to understand and communicate ideas, whether it be the language of language arts, mathematics, science, history-social science, visual and performing arts, physical education, or foreign language.
- Initial literacy activities include pantomime, manipulatives, picture-word files, copying and copy-change writing, invented spelling, choral reading and recitation, directed reading/writing and thinking activities, and native language support.

School Environment

- Students observe classified and certificated staff and adult volunteers effectively communicating in English with ESL students.
- Students in ESL programs participate in the full range of cocurricular and extracurricular activities, including sports, music, publications, and academic and social clubs.
- College preparatory and gifted and talented programs include a proportionate number of students in ESL programs.
- Students receive their share of general fund services before categorical funds are used for supplemental services.

Home Environment

- Teachers encourage parents to assist their students to succeed in the program by visiting classes, encouraging homework, monitoring use of television and radio, and listening to and talking with their children in their strongest language.
- Initial and frequent home-school links include phone calls, parent conferences, school events, home visits, notes sent with students, and letters in a language the parents understand.
- Information about student progress is shared with parents, and they are given opportunities to collaborate in decisions affecting their children's education.

Classroom Resources

- The classroom has a variety of print and nonprint materials to meet the needs of all proficiency levels of students, including picture files, story files, magazines, books, tapes, computers, and other means for generating authentic communication. For intermediate and advanced ESL, resources in literature match the English-language arts curriculum in terms of versions in the native language, adaptations, and nonprint forms such as videotapes and video disks.

- The tables, chairs, and desks are arranged to facilitate individual, pair, small-group, and whole-class activities.

Evaluation and Assessment

- Students are placed on the basis of multiple criteria. Progress is measured through formal and informal means, including observation, proficiency scales, writing samples in the native language and English, other student work and portfolios, criterion-referenced measures, and selected norm-referenced instruments.

- All staff who work with ESL students receive training on interpreting assessment information, including observation instruments, rating scales, informal and standardized tests, and appraisals of student work.

Program Support

- ESL teachers and other teachers meet regularly to plan strategies and materials which are effective for various populations to maintain high standards of expected student achievement and promote student strengths.

- The school library, health office, guidance services, and other services actively support the needs of students in ESL programs at a level equal to services provided for native English speakers.

- Support for the core curriculum includes:

  - Different modes of instruction--visual, auditory, cooperative, competitive, primary language, sheltered English
  - High-intensity experiences involving frequent feedback, additional practice, and lower student-adult ratios
  - Varied activities and resources in order to meet the specialized instructional needs of the ESL populatiou

Staff Development and Preparation

- The ESL staff receives training in communicative ESL approaches, including natural language, language experience, directed reading and thinking, and literature-based English-language arts consistent with the California writing and literature projects.

- Classroom teachers and ESL staff meet regularly to learn from and support each other. Their cooperative efforts ensure that their courses are developmental and are articulated as students progress through the grades. College-bound students meet university requirements, and all students develop competence in English-language arts.

- ESL teachers hold appropriate credentials and demonstrate competencies to work with students in the ESL program, including:

  - Demonstrated proficiency in spoken and written English
  - Experience in learning another language

- Understanding of other cultural systems
- Knowledge of first- and second-language acquisition theories
- Ability to use appropriate teaching strategies
- Knowledge of the interrelationships among bilingual, ESL, and content-area core curriculum and instruction in English
- Knowledge of first- and second-language assessment measures

RESOURCES

The following resource publications are available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- Becoming a Nation of Readers, 1985.
- English-Language Arts Framework for California Public Schools, 1987.
- English-Language Arts Model Curriculum Guide, K-8, 1988.
- Foreign Language Framework for California Public Schools, 1989.
- Handbook for Planning an Effective Literature Program, 1988.
- Handbook for Planning an Effective Writing Program, 1986.
- Model Curriculum Standards, Grades 9-12, 1985.
- Practical Ideas for Teaching Writing as a Process, 1987.
- Recommended Literature, Grades 9-12, 1989.
- Recommended Readings in Literature, K-8, 1986.
- Recommended Readings in Literature, K-8, Annotated Edition, 1988.

The following resource publication is available for $10 from the University of California, Los Angeles, Center for Academic Interinstitutional Progams (UCLA/CAIP), 405 Hilgard Avenue, Los Angeles, CA 90024:

- Literature for All Students: A Sourcebook for Teachers, 1985.

FOREIGN LANGUAGE

The foreign language program develops students' proficiency in using the language to gain and give information for personal, social, professional, and educational purposes. This proficiency also includes cultural literacy relating to the societies that speak the language.

Foreign language instruction is student-centered and communication-based, and classroom business and learning activities are conducted in the foreign language.

Classroom activities include listening, speaking, reading, and writing about useful content. The language used is authentic, reflecting the language spoken and read in a society that uses the language. Assessment is holistic and competency-based.

Apply this criterion equally to all students, including average, limited-English-proficient, underachieving, and gifted and talented students; students receiving special education instruction and services; and students who are members of ethnic groups underrepresented in colleges and universities.

PROGRAM CHARACTERISTICS
EFFECTIVE VERSUS INEFFECTIVE

EFFECTIVE	INEFFECTIVE
Curriculum	
Experiencing and learning about the world through a foreign language is the dominant activity in the foreign language program. Learning activities are organized to develop a steady growth in communicative proficiency. Higher levels of proficiency are attained by repeated use of language functions at increasingly higher levels. Communicative practice takes place in actual or simulated everyday situations.	Structure drills and exercises are the major student activities. Language components are memorized and practiced as isolated entities. Higher levels of proficiency are viewed as more vocabulary, more complex grammar, more difficult texts to translate, and fewer grammatical errors. Opportunities for authentic communication are limited.
Students encounter cross-cultural similarities and differences in their communicative tasks, and culture is an integral aspect of the language acquisition process.	Culture is treated as a separate issue. Students learn about customs, traditions, institutions, foods, and social formalities in separate lessons.
The language of the teacher and all learning materials are representative of what is heard and read in societies where the	The language used is contrived and out of context. It is chosen to illustrate certain linguistic forms and patterns.

language predominates. Significant literature serves as the source of much of the language used and modeled and is chosen to enhance students' general knowledge and understanding.	Literature is often translated and often chosen for its aesthetic reputation or grammatical structures.
Instruction	
Students acquire communicative proficiency by constantly comprehending and using the language, demonstrating comprehension of new expressions before using them. They practice communicating in meaningful contexts and realistic situations.	The teacher leads the students through structure drills and illustrates and explains the rules. The teacher has students memorize expressions and dialogues and recite them without checking for understanding. The whole class often engages in choral response.
Students practice and interact in pairs and small groups. They gain and give information in varied, individual ways. They move about, handle props, regroup, demonstrate, pantomime, use technology, play roles, write notes, and read while acquiring communicative competencies.	Teachers instruct and guide students primarily on a whole-class basis. They provide scripted dialogues for student interaction. Students are required to remain in assigned seats under direct teacher control most of the time.
Students use the language freely, and they probe and experiment beyond what has been learned thoroughly. Teachers encourage such efforts and guide and support students in developing new ways of expression. They provide opportunities for students to engage in negotiation of meaning, divergent thinking, and open-ended interaction.	Teachers constantly correct students when they make errors. They require students to remain within the safe bounds of carefully controlled language material and lessons.
Students enjoy using the language outside the classroom. They are stimulated and guided to interact socially and to read the language for pleasure.	Teachers prefer students to use the language under direct teacher supervision. Reading is selected and assigned by the teacher, and assignments are checked for correct grammar, usage, interpretation, or translation.
Students move through a variety of interesting, well-paced activities during an instructional period.	Teachers stay with one topic, lesson, or unit until it is completed.
Content	
Language learning experiences focus on useful content. Through communicative activities students expand their knowledge of the other culture and people, of other subjects in the local curriculum, and of international issues.	Language learning centers on language structures. Minimal importance is attached to context or to the information that is transmitted by the structures.

Materials and Resources

Materials support the development of communicative proficiency. Exercises and activities are communication-centered, contextualized, and content-focused.	Materials are designed to provide explanations and exercises of language components such as grammar, pronunciation, vocabulary, and so forth. Exercises and language activities are often disconnected, mechanical, and grammar-centered. Lesson format and sequence are dictated by the order in which Latin grammar has been traditionally taught.
Computers are used to stimulate communicative activities of various kinds, especially student-student exchanges. Video and film provide communicative stimuli and information in culturally authentic settings and situations.	Computers provide opportunities for supplementary language analysis and drill only. Student interaction is limited to generating predetermined answers and rejoinders. Video and film provide travelogues or passive encounters with the target culture.

Support

The district supports an articulated K-12 program in several foreign languages with communication-based curricula, appropriate materials, and trained teachers. The school staff values foreign language instruction and promotes student enrollment.	The district provides a few semesters of foreign language instruction in one or two languages, with little provision for articulation or proficiency-based placement. The district makes do with an outdated curriculum guide and outdated materials. Counselors and administrators do not actively support and promote growth in the foreign language program.

Evaluation

Evaluation procedures match the communicative objectives of the program. There is ongoing assessment of the kinds and quality of messages students can understand and produce. Students are placed in the program on the basis of a communicative proficiency rating. Proficiency testing measures a student's performance while engaged in a communicative activity.	Evaluation instruments measure knowledge of grammar and vocabulary. Objective tests predominate; students choose the best answers or responses. Placement is based on a student's previous grades and courses completed.

CURRICULUM

The foreign language curriculum consists of a core of useful communicative functions, content, and cultural features. Students employ the language in realistic situations that include listening, speaking, reading, and writing in appropriate cultural contexts. The curriculum also includes culturally appropriate gestures, facial expressions, and voice modulations; social conventions and everyday living activities; academic subjects and literature; occupations; and current events. Students develop proficiency in getting and giving information in the language, expressing feelings, evaluating and commenting, regulating activities, organizing speech, and ensuring understanding. They practice these language functions in such contexts as traveling, shopping, eating, personal affairs, education, occupations, social customs, the arts, science, current affairs, politics, government, house and home, public services, interpersonal relationships, and so forth. Specific themes and topics are chosen to meet students' interests and needs. Languages offered include several from Europe or the Pacific Rim, classical languages, the native languages of students at the school, American Indian languages, or American Sign Language.

INSTRUCTION

Communication-based instruction develops students who can use the language to get things done. After initial language modeling and input by a native-like model, students engage in communicating most of the instructional time. Instruction is student centered, involving much interaction in the foreign language between students, students and teachers, and students and materials. The teacher serves mainly as a language model, coach, and facilitator, encouraging students to use the language freely without fear of constant correction. Small-group activities are employed often to promote maximum interaction. Students are motivated to extend themselves beyond their most comfortable range in all language modes in order to develop higher levels of communicative competence. Learning activities are varied and fast-paced. Teachers provide students with suggestions and opportunities to use the language beyond the classroom.

MATERIALS

Written and audiovisual materials provide students with authentic language and cultural encounters for practice in communicating. Computers serve as communicative partners or links with partners. Materials and technologies are used also to stimulate interaction between students in the classroom. Common objects, models, cutouts, drawings, and pictures are used to trigger communicative activities; students ask questions, express feelings, tell stories, write, hypothesize, and read in the target language.

SUPPORT

The school district allots sufficient resources to the foreign language program and provides for a student/teacher ratio that facilitates communicative activities. Teachers have time to meet and plan an effective program. The district has an articulated K-12 foreign language program with a placement procedure based on proficiency in the language. Only qualified foreign language teachers are assigned to teach foreign languages.

EVALUATION

Evaluation measures how well students can understand and produce messages in the foreign language. Criteria include the quantity of specific functions and vocabulary the students can use in communicating, the cultural literacy exhibited, structural accuracy,

fluency, and pronunciation. The major consideration, however, is a holistic assessment of the degree to which messages are being understood as intended. The degree of success of the students in communicating, using authentic language or real-life situations, determines the effectiveness of the foreign language program.

STAFF DEVELOPMENT

There is a planned staff development program that supports instruction for communication-based language acquisition. Teachers have a role in such planning and have time for peer observation, peer coaching, regular collegial discussions, and problem solving. Opportunities are provided to meet with outside consultants, attend conferences and workshops, and visit other successful programs. Teachers are urged to travel or study abroad, participate in teacher exchange programs, attend university classes, try new teaching strategies, and share new ideas with their colleagues.

EXEMPLARS

- The foreign language program is guided by a curriculum that:
  - Delineates the core communicative functions and content to be acquired by students at each proficiency level
  - Suggests effective instructional strategies for attaining communicative proficiency in the classroom
  - Describes expected student performances at each successive stage of proficiency
  - Prescribes assessment procedures for determining student attainment of proficiency objectives
  - Emphasizes cultural skills and knowledge as integral parts of language acquisition
  - Suggests materials and activities for enhancing students' learning of the core curriculum

- During the more elementary stages of foreign language learning, students:
  - Listen to and comprehend talk about basic objects and actions.
  - Follow and eventually give simple commands and instructions.
  - Understand references to numbers, colors, weather, time, and so forth.
  - Emulate basic cultural conventions and formalities, including gestures and body language, and learn about cultural differences.
  - Understand and respond to basic greetings and leave-taking expressions, using appropriate words, gestures, and actions.
  - Learn about and practice holiday traditions as celebrated in the target culture.
  - Practice writing messages that have been conveyed orally and read for information in a variety of genres.
  - Listen to and comprehend stories and respond to questions about the stories; pantomime or act out what is heard.
  - Take part in simulated everyday activities such as buying things, eating, talking about the weather, preparing foods, visiting the doctor, following directions, enumerating, playing games, and identifying things and people.
  - Listen to and comprehend videotapes, recorded conversations, stories, and film excerpts, and work with specially-designed computer programs.
  - Interact with more advanced students or native speakers.

- During stages of foreign language learning beyond the elementary or novice levels, students:
  - Engage in simple conversations about everyday topics with some spontaneity.

- Narrate simple series of events when cued by a picture series or other stimuli.
- Describe the basic physical qualities of things and people.
- Play conversational roles in simulated, unrehearsed, everyday situations.
- Retell simple stories they have heard, read, or seen enacted.
- Exchange information, recordings, videos, magazines, and so forth, with a class in a country where the target language is spoken.
- Simulate telephone conversations, including the calling and answering routines encountered in the target society.
- Work on projects in the foreign language, according to individual interests, involving various aspects of the culture and country where the language is spoken.
- Prepare short talks on topics of individual interest.

- Students in more advanced levels of instruction:

  - Display considerable evidence of grammatical control when engaged in conversation.
  - Engage in discussions beyond basic everyday conversation that relates to students' personal histories, leisure-time activities, current events, and literature.
  - Write letters, compositions, and stories.
  - Read literature appropriate to their age and language proficiency level.
  - Participate in activities featuring careers involving or requiring proficiency in a foreign language.
  - Work on higher-order thinking skills in the target language.
  - Write longer compositions and essays in the foreign language, using approaches similar to those in the California Writing Project.
  - Write and act in skits and short plays.
  - Use the language outside the classroom.

RESOURCES

The following publications are available from the Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 (phone: 916-445-1260):

- Foreign Language Framework for California Public Schools, 1989.
- Handbook for Planning an Effective Foreign Language Program, 1985.
- Model Curriculum Standards, Grades 9-12, 1985.
- Statement on Competencies in Languages Other Than English Expected of Entering Freshmen: Phase I--French, German, Spanish, 1988.
- Technology in the Curriculum: Foreign Language (resource guide and diskette), 1987.

Publications Available from the Department of Education

This publication is one of over 600 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	$2.50
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	3.75
0-8011-0272-3	Administration of Maintenance and Operations in California School Districts (1986)	6.75
0-8011-0216-2	Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
0-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
0-8011-0783-0	California Private School Directory, 1988-89 (1988)	14.00
0-8011-0747-4	California Public School Directory (1990)	14.00
0-8011-0748-2	California School Accounting Manual (1988)	8.00
0-8011-0715-6	California Women: Activities Guide, K—12 (1988)	3.50
0-8011-0488-2	Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools (1987)	5.00
0-8011-0760-1	Celebrating the National Reading Initiative (1989)	6.75
0-8011-0867-5	The Changing Language Arts Curriculum: A Booklet for Parents (1990)*	10 for 5.00
0-8011-0777-6	The Changing Mathematics Curriculum: A Booklet for Parents (1989)*	10 for 5.00
0-8011-0241-3	Computer Applications Planning (1985)	5.00
0-8011-0823-3	Coordinated Compliance Monitoring Review Manual, 1989-90 (1989)	6.75
0-8011-0797-0	Desktop Publishing Guidelines (1989)	4.00
0-8011-0833-0	Directory of Microcomputer Software for School Business Administration (1990)	7.50
0-8011-0749-0	Educational Software Preview Guide, 1988-89 (1988)	2.00
0-8011-0489-0	Effective Practices in Achieving Compensatory Education-Funded Schools II (1987)	5.00
0-8011-0041-0	English–Language Arts Framework for California Public Schools (1987)	3.00
0-8011-0731-8	English–Language Arts Model Curriculum Guide, K—8 (1988)	3.00
0-8011-0786-5	Enrichment Opportunities Guide: A Resource for Teachers and Students in Mathematics and Science (1988)	8.75
0-8011-0710-5	Family Life/Sex Education Guidelines (1987)	4.00
0-8011-0804-7	Foreign Language Framework for California Public Schools (1989)	5.50
0-8011-0751-2	First Moves: Welcoming a Child to a New Caregiving Setting (videocassette and guide) (1988)†	65.00
0-8011-0289-8	Handbook for Physical Education (1986)	4.50
0-8011-0249-9	Handbook for Planning an Effective Foreign Language Program (1985)	3.50
0-8011-0320-7	Handbook for Planning an Effective Literature Program (1987)	3.00
0-8011-0179-4	Handbook for Planning an Effective Mathematics Program (1982)	2.00
0-8011-0290-1	Handbook for Planning an Effective Writing Program (1986)	2.50
0-8011-0824-1	Handbook for Teaching Cantonese-Speaking Students (1989)	4.50
0-8011-0680-x	Handbook for Teaching Japanese-Speaking Students (1987)	4.50
0-8011-0291-x	Handbook for Teaching Pilipino-Speaking Students (1986)	4.50
0-8011-0825-x	Handbook for Teaching Portuguese-Speaking Students (1989)	4.50
0-8011-0250-2	Handbook on California Education for Language Minority Parents—Chinese/English Edition (1985)‡	3.25
0-8011-0737-7	Here They Come: Ready or Not—Report of the School Readiness Task Force (Summary) (1988)	2.00
0-8011-0734-2	Here They Come: Ready or Not—Report of the School Readiness Task Force (Full Report) (1988)	4.25
0-8011-0735-0	Here They Come: Ready or Not—Appendixes to the Full Report of the School Readiness Task Force (1988)	22.50
0-8011-0712-1	History–Social Science Framework for California Public Schools (1988)	6.00
0-8011-0782-2	Images: A Workbook for Enhancing Self-esteem and Promoting Career Preparation, Especially for Black Girls (1989)	6.00
0-8011-0750-4	Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials (1989)	8.75
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood Education (1985)	12.00
0-8011-0828-4	Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course (1989)	20.00
0-8011-0209-x	Martin Luther King, Jr., 1929—1968 (1983)	3.25
0-8011-0358-4	Mathematics Framework for California Public Schools (1985)	3.00
0-8011-0664-8	Mathematics Model Curriculum Guide, K—8 (1987)	2.75
0-8011-0725-3	Model Curriculum for Human Rights and Genocide (1988)	3.25
0-8011-0252-9	Model Curriculum Standards: Grades 9—12 (1985)	5.50
0-8011-0762-8	Moral and Civic Education and Teaching About Religion (1988)	3.25
0-8011-0228-6	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for High School (1984)	8.00
0-8011-0229-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Junior High School (1984)	8.00
0-8011-0182-4	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for Preschool and Kindergarten (1982)	8.00
0-8011-0183-2	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Primary Grades (1982)	8.00
0-8011-0184-0	Nutrition Education—Choose Well, Be Well: A Curriculum Guide for the Upper Elementary Grades (1982)	8.00
0-8011-0230-8	Nutrition Education—Choose Well, Be Well: A Resource Manual for Parent and Community Involvement in Nutrition Education Programs (1984)	4.50

*The price for 100 booklets is $30; the price for 1,000 booklets is $230.

†Videocassette also available in Chinese (Cantonese) and Spanish at the same price.

‡The following editions are also available, at the same price: Armenian/English, Cambodian/English, Hmong/English, Japanese/English, Korean/English, Laotian/English, Pilipino/English, Spanish/English, and Vietnamese/English.

ISBN	Title (Date of publication)	Price
0-8011-0303-7	A Parent's Handbook on California Education (1986)	$3.25
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1987)	6.00
0-8011-0309-6	Program Guidelines for Hearing Impaired Individuals (1986)	6.00
0-8011-0817-9	Program Guidelines for Language, Speech, and Hearing Specialists Providing Designated Instruction and Services (1989)	6.00
0-8011-0684-2	Program Guidelines for Visually Impaired Individuals (1987)	6.00
0-8011-0815-2	A Question of Thinking: A First Look at Students' Performance on Open-ended Questions in Mathematics (1989)	6.00
0-8011-0831-4	Recommended Literature, Grades 9—12 (1989)	4.50
0-8011-0311-8	Recommended Readings in Literature, K—8 (1986)	2.25
0-8011-0745-8	Recommended Readings in Literature, K—8, Annotated Edition (1988)	4.50
0-8011-0820-9	Resource Guide: Conferences, Workshops, and Training Opportunities for District and County Business Office Staff, 1989-90 Edition (1989)	4.50
0-8011-0753-9	Respectfully Yours: Magda Gerber's Approach to Professional Infant/Toddler Care (videocassette and guide) (1988)*	65.00
0-8011-0214-6	School Attendance Improvement: A Blueprint for Action (1983)	2.75
0-8011-0339-8	Science Framework for California Public Schools (1990)	3.00
0-8011-0665-6	Science Model Curriculum Guide, K—8 (1987)	3.25
0-8011-0668-0	Science Safety Handbook for California High Schools (1987)	8.75
0-8011-0803-9	Secondary Textbook Review: Biology and Life Science (1989)	10.75
0-8011-0738-5	Secondary Textbook Review: English (1988)	9.25
0-8011-0677-x	Secondary Textbook Review: General Mathematics (1987)	6.50
0-8011-0781-4	Selected Financial and Related Data for California Public Schools (1988)	3.00
0-8011-0752-0	Space to Grow: Creating a Child Care Environment for Infants and Toddlers (videocassette and guide) (1988)*	65.00
0-8011-0318-5	Students' Rights and Responsibilities Handbook (1986)	2.75
0-8011-0234-0	Studies on Immersion Education: A Collection for U.S. Educators (1984)	5.00
0-8011-0682-6	Suicide Prevention Program for California Public Schools (1987)	8.00
0-8011-0778-4	Survey of Academic Skills, Grade 12: Rationale and Content for English—Language Arts (1989)	2.50
0-8011-0785-7	Survey of Academic Skills, Grade 8: Rationale and Content for Mathematics (1989)	2.50
0-8011-0808-x	Survey of Academic Skills, Grade 12: Rationale and Content for Mathematics (1989)	2.50
0-8011-0739-3	Survey of Academic Skills, Grade 8: Rationale and Content for Science (1988)	2.50
0-8011-0827-6	Technical Assistance Manual for the California Model School Accountability Report Card (1989)	3.75
0-8011-0846-2	Toward a State of Esteem (1990)	4.00
0-8011-0192-1	Trash Monster Environmental Education Kit (for grade six)	23.00
0-8011-0758-x	Visions for Infant/Toddler Care: Guidelines for Professional Caregivers (1988)	5.50
0-8011-0805-5	Visual and Performing Arts Framework for California Public Schools (1989)	6.00
0-8011-0194-8	Wizard of Waste Environmental Education Kit (for grade three)	20.00
0-8011-0670-2	Work Experience Education Instructional Guide (1987)	12.50
0-8011-0832-2	Writing Achievement of California Eighth Graders: Year Two (1989)	4.00
0-8011-0686-9	Year-round Education: Year-round Opportunities—A Study of Year-round Education in California (1987)	5.00
0-8011-0270-7	Young and Old Together: A Resource Directory of Intergenerational Resources (1986)	3.00

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802-0271

Please include the International Standard Book Number (ISBN) for each title ordered.

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from governmental agencies. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department, including apprenticeship instructional materials, may be obtained by writing to the address listed above or by calling (916) 445-1260.

*Videocassette also available in Chinese (Cantonese) and Spanish at the same price.

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